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ABSTRACT

Adapted for whole class use, this unit focuses on developing the writing skills pupils need if they are to progress from Level 3 to Level 4 of England's National Curriculum. It is meant to supplement, but not to replace, the English curriculum for Year 7 pupils. The unit builds on the successful approaches of the National Literacy Strategy in primary schools, and therefore features a core teaching sequence which promotes active learning. The unit consists of 18 session plans, plus support materials in the form of teacher and pupil sheets. Each 20-minute session is fast-paced and interactive. By the time they have completed the unit, pupils should be able to do most of the following: categorize information in different ways; relate general to specific information; sort information using different strategies; plan writing around key ideas; recognize and use topic sentences; employ different strategies for giving paragraphs greater cohesion; decide which planning tool are needed for which writing tasks; and take account of audience, purpose, and context. (RS)

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ED 472 416

# Key Stage 3
*National Strategy*

## Literacy Progress Unit
## **Writing organisation**

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Raising Standards
Standards and Effectiveness Unit

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Department for Education and Employment

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CS 511 825

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# Introduction to
# Key Stage 3
# Literacy Progress Units

## The context of the Key Stage 3 National Strategy

A key factor in raising standards is ensuring that more pupils have the competence and confidence in literacy to cope well with the learning challenges of the secondary curriculum. The government is committed to giving more pupils access to that curriculum by extending the principles and practice of the National Literacy Strategy into Key Stage 3.

There are three major elements to the drive to raise standards of literacy in secondary schools through the Key Stage 3 National Strategy:

i training for English departments on increasing achievement through effective teaching based on the *Framework for teaching English: Years 7, 8 and 9*

ii cross-curricular training on literacy for all staff

iii support materials for teachers of pupils who attained below Level 4 at the end of Key Stage 2.

Pupils who enter Year 7 on Level 3 need additional support if they are to develop the literacy skills that can unlock learning and enable them to reach the national expectation at the end of Key Stage 3. Literacy Progress Units have been developed to offer such support.

## The need for Key Stage 3 Literacy Progress Units

The evidence from national test results 1996–2000 shows that almost two-thirds of pupils who enter Year 7 without having achieved Level 4 in English, fail to reach Level 5 at the end of Year 9. Many of them also fail to do justice to their abilities in other subjects because they find it difficult to handle the pressures of reading and writing with sufficient speed and skill. That is a situation the government is determined to tackle. The need for specific support in relation to writing is clear, given the disparity in attainment between reading and writing at the end of Key Stage 2. (In 2000 83% of pupils gained Level 4 in reading, as opposed to only 55% in writing.) Similarly clear, within the context of equality of opportunity, is the need to motivate and support the boys who form the majority of Year 7 pupils who have not yet achieved Level 4.

What so many of the pupils still on Level 3 need is tangible progress that will build their belief in themselves as successful learners. Experience with the Additional Literacy Support (ALS) in primary schools has shown that such progress is possible, using well-structured, fast-paced and carefully targeted intervention. The Literacy Progress Units provided for the Key Stage 3 National Strategy reflect the principles and practice of ALS which has proved so successful.

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These Literacy Progress Units reflect the belief that all pupils on Level 3 should aspire to Level 4 by the end of Year 7, and should aim to catch up with their peers by achieving Level 5 or above at the end of Year 9. Public indications of progress will be provided through the end of Year 7 progress tests for pupils who entered secondary school below Level 4.

## Moving from Level 3 to Level 4

In achieving Level 3, pupils have shown themselves capable of reading with some understanding and fluency and of using different forms of writing with a degree of accuracy. What they need to learn is how to read with greater insight and understanding and how to express themselves in accurate, well-organised writing that uses language effectively at word and sentence level. In many cases this will involve revisiting aspects of English which they have met in primary school, but doing so with material that respects their status as secondary school pupils and assumes a 'can do' approach, which builds in and builds on pupils' existing experiences and abilities.

We know what we have to do to move pupils towards Level 4. The characteristic constraints for pupils who attain Level 3 at Key Stage 2, identified in relation to the three strands of the National Literacy Strategy, are:

**Word level**

- uncertain choices for long and unstressed medial vowel sounds
- limited grasp of spelling rules and conventions
- insecure understanding and use of possessive apostrophes.

**Sentence level**

- limited use of complex sentences
- variable use of commas to mark boundaries within sentences
- limited ability to use pronouns and verb tenses accurately
- uncertainties over speech punctuation.

**Text level**

- limited use of paragraphing and other organisational devices
- limited ability to organise non-narrative writing
- insufficient planning, reviewing and editing of writing for clarity, interest and purpose
- literal rather than inferential reading.

Key Stage 3 Literacy Progress Units have been informed and shaped by QCA analyses of Key Stage 2 English test results in recent years, by the evidence from OFSTED and by the emphases of the National Literacy Strategy. They focus on the critical features which move pupils on to Level 4 which are:

- developing effective strategies for information retrieval
- reading using inference and deduction
- using full stops, capital letters and commas accurately in longer sentences
- varying sentence structure
- organising texts in ways other than chronological
- using paragraphs effectively
- applying knowledge of spelling rules and conventions.

These features are reflected in the Literacy Progress Units, since addressing these aspects of English is the surest way to ensure progress towards Level 4 and beyond.


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## Literacy Progress Units overview

The six units and the main areas they cover are:

- *Writing organisation*: organising and shaping writing effectively
- *Information retrieval*: extracting and evaluating information from a range of non-literary sources
- *Spelling*: spelling accurately, as a result of knowing the conventions and having strategies for improving spelling
- *Reading between the lines*: using inference and deduction in interpreting literary texts
- *Phonics*: applying knowledge of phonics in their own writing
- *Sentences*: having a repertoire of sentence structures and using them effectively.

Many teachers will be familiar with the content, if not the focus and methodology, in the units on *Writing organisation*, *Reading between the lines* and *Information retrieval*. The Literacy Progress Unit least familiar to many secondary teachers will probably be *Phonics*, but OFSTED evidence continues to indicate that the quality of phonics teaching in primary schools is variable and if pupils do not know about phonics they need to be taught. This aspect of word level work is of central importance in pupils' acquisition of literacy skills. The *Spelling* unit offers ways of addressing an area of continuing concern to teachers, to employers and to pupils themselves. Similarly significant, although an area of uncertainty for some teachers, is the *Sentences* unit: pupils need to understand enough about sentence grammar to be able to appreciate the choices available to them as writers, and to make those choices effectively.

## Management and organisation

### The role of senior staff

In relation to Key Stage 3 Literacy Progress Units, senior staff need to:

- lead from the top by giving visible support and, if possible, by becoming personally involved
- make any necessary timetabling changes
- explore the possibilities for having Literacy Progress Unit sessions outside the usual time of the school day
- ensure that Literacy Progress Unit sessions take place in situations which promote a positive learning atmosphere
- identify or, if funding permits, appoint staff for Literacy Progress Units
- agree monitoring procedures with the people involved
- inform staff not directly involved in delivering Literacy Progress Units
- provide the resources and equipment needed
- determine evaluation criteria
- encourage staff and pupils and celebrate achievement.

### The role of the teacher

In relation to **pupils**, teachers need to:

- select pupils who will benefit from Literacy Progress Units, basing their assessments on judgements about current attainment, informed by the assessment guidance in each unit, and test results from Key Stage 2
- prepare the pupils by establishing appropriate expectations about how they will work during the Literacy Progress Unit sessions
- ensure that work done in mainstream lessons based on the *Framework* relates to, reinforces and builds upon what has been done in Literacy Progress Unit sessions
- monitor pupil progress in attitude as well as attainment.

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In relation to **teaching assistants and other colleagues**, teachers need to:

- make sure that the staff involved understand the principles and practice of Literacy Progress Units
- plan and liaise effectively
- offer support, especially during the initial stages
- help to monitor pupil progress
- observe or participate in some of the sessions.

In relation to **parents**, teachers need to:

- inform parents why their children have been chosen to work on Literacy Progress Units and explain how the units can support their children's progress
- suggest how parents can help
- keep parents informed.

### Timing

Each of the six units has 18 sessions of 20 minutes. It is therefore possible to deliver a unit in six weeks, with three sessions each week. The units relate to the revision objectives in Year 7 of the *Framework for teaching English: Years 7, 8 and 9*, but they are not an alternative to the English programmes of study of the National Curriculum. They should be thought of as complementing or contributing to English lessons, not as replacing them.

Literacy Progress Unit sessions can be provided in or outside the school day, such as before school, lunchtime or after school. Sessions can also be fitted in to English lessons which follow the pattern recommended in the *Framework* and therefore include structured group time, but teachers need to recognise that this limits the opportunity to consolidate the aims of the main lesson.

## Teaching and learning

Literacy Progress Units are flexible enough to be adapted to suit the contexts of different schools but they have been developed with group work, rather than whole-class activity, in mind. They can be delivered by teachers, by teaching assistants or by other staff such as librarians.

The units are based on the teaching principles and practice which have proved their worth through the National Literacy Strategy. Central to the approach in Literacy Progress Units is a movement from demonstration to independence in small secure steps. The small-group context allows the teacher to be aware of how effectively pupils are applying what has just been taught, and to intervene at the moment of maximum impact. Each session of 20 minutes usually includes:

- building on prior knowledge
- linking writing with speaking and listening and with reading
- a highly interactive approach
- an emphasis on teacher modelling
- gradual drawing in of pupils with scaffolded activities
- building pupil confidence through supported application
- consolidation of individual learning through revision and reflection
- a deliberately fast pace
- a sense of enjoyment through working together.


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The teaching sequence which underpins every session is:

| | |
|---|---|
| Remember | Identification of prior knowledge and key objectives |
| Model | Teacher demonstration of process |
| Try | Shared exploration through activity |
| Apply | Scaffolded pupil application of new learning |
| Secure | Consolidation through discussion/activity |

Units have been written for the adult who is delivering them, but few sessions are scripted verbatim since the teacher's own words will often be the best.

**Pupils**

Literacy Progress Units are intended for pupils who have attained Level 3 in English and are working towards Level 4. The proportion of pupils in that category varies so widely across schools that the decision whether or not to use a particular unit with a pupil must rest with the school. It will depend on the diagnosis of individual need, based on the analysis of Key Stage 2 results and evidence from a pupil's current work. It might be appropriate for some pupils to tackle six units during a school year, since the whole suite of units constitutes a powerful preparation for Level 4, while others, who have reached Level 4 in reading, might need only the units which will help them to improve their writing. Guidance on preliminary assessment is given in the Appendix to this Introduction, and more detailed diagnostic guidance accompanies each unit.

One of the teacher's permanent aims should be that pupils' self-esteem is enhanced by Literacy Progress Unit sessions. We want pupils to be confident enough to take risks, and to learn from their mistakes. The small-group situation envisaged for Literacy Progress Units offers particular opportunities for insecure learners: it is highly interactive and creates a close community of learners who come to trust each other enough to be honest with each other. The teaching sequence is designed to scaffold success for all, and the steps between the learning activities are small enough to allow little mistakes to be picked up so naturally and quickly that no one needs to make a big mistake. This means intervening early to correct errors, not allowing them to become embedded.

Ways of supporting pupils include:

- establishing that we all make some mistakes, and that they are usually valuable starting points for learning
- giving clear guidance over tasks and timing
- allowing sufficient thinking time
- using pair work to avoid individual embarrassment
- giving pupils strategies for signalling uncertainty and creating a 'not sure' option
- using supportive body language
- rewarding and commenting on positive behaviour, rather than noticing only negative behaviour
- being clear about errors, and not dodging the issue
- unearthing underlying misconceptions

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- going back a stage when necessary to model and explain first principles
- always preserving the pupil's dignity as well as the teacher's.

**Staffing**

In many schools the units will be taught by support staff as well as by teachers or librarians. The government has provided funding for an increasing number of teaching assistants in secondary schools, and the style of the units reflects an expectation that in many schools the teaching will be done by a teaching assistant, working with a group of around six pupils. The unit authors have therefore tried not to take subject knowledge for granted, and have been deliberately explicit about terminology and pedagogy. Schools are recommended to have training sessions for the colleagues involved, prior to the introduction of the units, and to ensure time for liaison between those teaching mainstream lessons and those delivering the Literacy Progress Units.

**The role of teaching assistants**

The number of teaching assistants in secondary schools is rising, since the government has recognised and welcomed the increasingly important contribution that teaching assistants are making to raising standards in secondary schools. Funding for teaching assistants in secondary schools has been increased substantially through the Standards Fund, as part of the government's commitment to provide an additional 20,000 (full-time equivalent) assistants for schools by 2002. It will continue to provide funding to maintain that level until 2004.

There are considerable variations in the quality of support and training for teaching assistants, and in the effectiveness with which they are deployed. As a matter of good practice, each school should have an agreed policy on the role of teaching assistants. This policy should include provision for training and for shared planning time.

The DfEE will be providing a training programme for secondary teaching assistants which consists of four days training and includes a module of two half-days on supporting pupils' literacy skills. The literacy module will include a session on the Literacy Progress Units. Local education authorities will be expected to disseminate this training to secondary teaching assistants and their mentors in the autumn term 2001 or spring 2002. The Key Stage 3 National Strategy will also be providing two days of training for English consultants on the Literacy Progress Units in June 2001. Consultants will be expected to offer this training to teachers and teaching assistants and schools will also be able to use these materials to do their own in-house training. At a later date there will also be training available to secondary practitioners on *Phonics* and *Spelling*.

The Literacy Progress Units have been written specifically for teaching assistants. This is reflected in the style and in the use of terminology. If a teaching assistant (or anyone else) is to deliver Literacy Progress Units effectively, that person will need to:

- feel confident about working with groups of Year 7 pupils
- be familiar with the *Framework for teaching English: Years 7, 8 and 9*
- be willing to plan and prepare with other colleagues
- have the necessary skills and knowledge to understand and deliver the materials
- prepare sessions in advance
- know and relate to the pupils.


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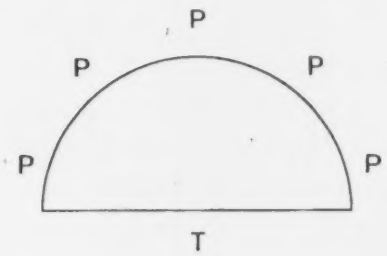
Shared discussion over implementation is essential. It is good practice to involve a wider group of colleagues (including the Head of English and the SENCo) in discussion of how the materials will be introduced and evaluated.

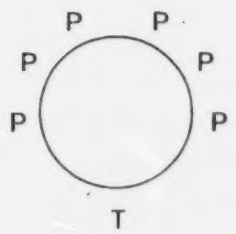
**Preparation**

Each session needs careful preparation in advance, since many of them depend on games or resource sheets which need to be at hand in the session to avoid slackening the pace. The timing of the sessions has such momentum that there is no time for finding or making resource materials. Many sessions need an OHP or a flipchart with the necessary accessories. The support materials are all photocopiable and there is always a list of the materials needed for a particular session. This means that careful storage of cards and other materials for future use is a good investment of time. Some units need posters and pupil response sheets available for a series of sessions if the learning opportunities are to be optimised. These need to be prepared in advance.

**Location**

It is not fair to the pupils, the teachers or to the materials if problems arise, not because of what is being taught, but where it is being taught. Many schools, in their planning for Literacy Progress Units, have ensured that they can take place in suitable situations. For example, they have arranged for pupils to be seated in an arc around the teacher in a way that maximises face-to-face contact and ensures that no pupil has to see a text upside down.




**Parents**

Parents have the right to know what is happening to their children and why. It is important to inform and involve parents as much as possible by providing information about Literacy Progress Units.

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## Appendix: Initial assessment for Literacy Progress Units

**Note: Focus only on pupils who gained Level 3 in reading and/or writing.**

### Using the outcomes of Key Stage 2 assessment

The ideal way to assess a pupil's suitability for Literacy Progress Units is to use Key Stage 2 data and to talk with the pupil's former teacher. The Key Stage 2 school mark sheet for end of Key Stage 2 assessments enables teachers in the secondary school to identify differences in patterns of attainment across attainment targets. (For writing there is a spelling mark, a handwriting mark, a writing mark and the overall total which determines the level for writing. For reading there is a reading mark and reading level.) Many pupils who gained Level 4 in reading, but not in writing, need the Literacy Progress Units on writing, but not those for reading.

Individual pupil cover sheets, available from primary schools, give a more detailed breakdown of the marks for writing and are useful for identifying specific areas of strength and weakness. These cover sheets give the marks for purpose and organisation, for style and punctuation in addition to spelling and handwriting. Such evidence can help to identify which units are priorities for a pupil.

### Using evidence from pupils' work

If Key Stage 2 test evidence is not available, schools should consider Key Stage 2 teacher assessment. If this indicates that pupils are not secure in Level 4, pupils' current work should be assessed. Assessment guidance for each unit is available in the unit-specific introductions.

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# Introduction to
## Writing organisation

This unit focuses on developing the skills pupils need if they are to progress from Level 3 to Level 4[1] in writing. It is meant to supplement, but not to replace, the English curriculum for Year 7 pupils. That curriculum should be based on the objectives of the *Framework for teaching English: Years 7, 8 and 9* which ensure coverage of the Programmes of Study for English.

This unit is intended for pupils who gained Level 3. The pupils most likely to benefit from the unit are those who have ideas, but find it difficult to express them: they do not plan their writing effectively, they have a limited repertoire of connectives and their current writing shows uncertainty about paragraphing. A rapid way of deciding on a pupil's suitability for the unit is to take a selection of current writing and to assess it using the guidance given at the end of this introduction.

### Teaching and learning style

The unit builds on the successful approaches of the National Literacy Strategy in primary schools, and therefore features a core teaching sequence which promotes active learning. That teaching sequence, common to all units, is:

| | |
|---|---|
| Remember | Identification of prior knowledge and key objectives |
| Model | Teacher demonstration of process |
| Try | Shared exploration through activity |
| Apply | Scaffolded pupil application of new learning |
| Secure | Consolidation through discussion/activity |

Each 20-minute session is fast-paced and interactive. After the teacher has introduced and modelled a particular aspect of writing or reading, pupils try it out together as a group or in pairs. They then have the chance to apply their new learning, usually with support, and to secure it through consolidation activities or discussion. Each step in the learning process is therefore small enough for the teacher/adult to intervene early enough to prevent any pupil from making major mistakes which could undermine a learner's confidence. The intention is to construct success for all.

A key feature of this unit, as of others, is recognition of the need to contextualise learning. Consequently the text types that feature in the *Framework* provide the context for exploring aspects of writing organisation. For example, writing *explanation* is the context which gives point and purpose to the sessions on causal connectives, while *discursive writing* is the context for developing planning skills using an ideas grid.

[1] Level descriptors for AT2 English National Curriculum DfEE 1999

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By the time they have completed the unit pupils should be able to do most of the following:

- categorise information in different ways
- relate general to specific information
- sort information using different strategies
- plan writing around key ideas
- recognise and use topic sentences
- employ different strategies for giving paragraphs greater cohesion
- decide which planning tools are needed for which writing tasks
- take account of audience, purpose and context.

The principles behind the unit are apparent in the annotated version of a session plan on pages xvi–xvii.

The unit consists of 18 session plans, plus support material in the form of teacher and pupil sheets. In many cases exemplar responses are included, but this is to give a clear image of what is expected, rather than to define 'the' correct answer. All the sessions need advance preparation, but some need more than others in terms of photocopying and cutting up. For example, session 9 depends on the rapid deployment of a range of large cards which need to be cut up in advance if the activities based on the Great Fire of London are to be effective.

In order to assess pupils' progress as a result of this unit, teachers should look for evidence of planning, organisation and paragraph demarcation from extended writing across the curriculum.

To gain a quick snapshot picture of the pupil's progress during the unit, the pupil assessment used at the beginning could be reviewed against a recent piece of work.

Each set of session plans includes a space for teachers' notes and comments. The experiences and evaluations of colleagues in the pilot who have delivered Literacy Progress Units have made an important contribution to the process of revising the units for national dissemination.

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## Writing organisation pupil assessment:

Look at a recent piece of extended writing. Tick if:

- ☐ 1. Paragraph breaks are used.
- ☐ 2. The order makes sense.
- ☐ 3. Paragraphs start where there is a shift in topic, time or perspective.
- ☐ 4. Paragraphs are coherent, ie contain information which hangs together.
- ☐ 5. There is a 'topping and tailing', eg key sentences, a concluding paragraph.
- ☐ 6. There are links between paragraphs, eg 'Next...', 'Another reason...', 'The next day...'.

Note: Features 3–6. Tick if the pupil has organised the material even if they have neglected the break itself. This pupil is writing virtual paragraphs and lacks only the confidence or effort to put them in.

**Result**

5–6 ticks: You could probably address the outstanding problems by teaching the particular point to these pupils and getting them to go back and use proofreading marks on their old work to catch the error. Follow up in marking.

0–3 ticks: Enter the Progress Unit.

4 ticks: Borderline case. Be guided by the feel of the work. If it feels securely organised, then teach the missing points. If it feels as if the material is not quite under the control of the writer, then enter the Progress Unit.

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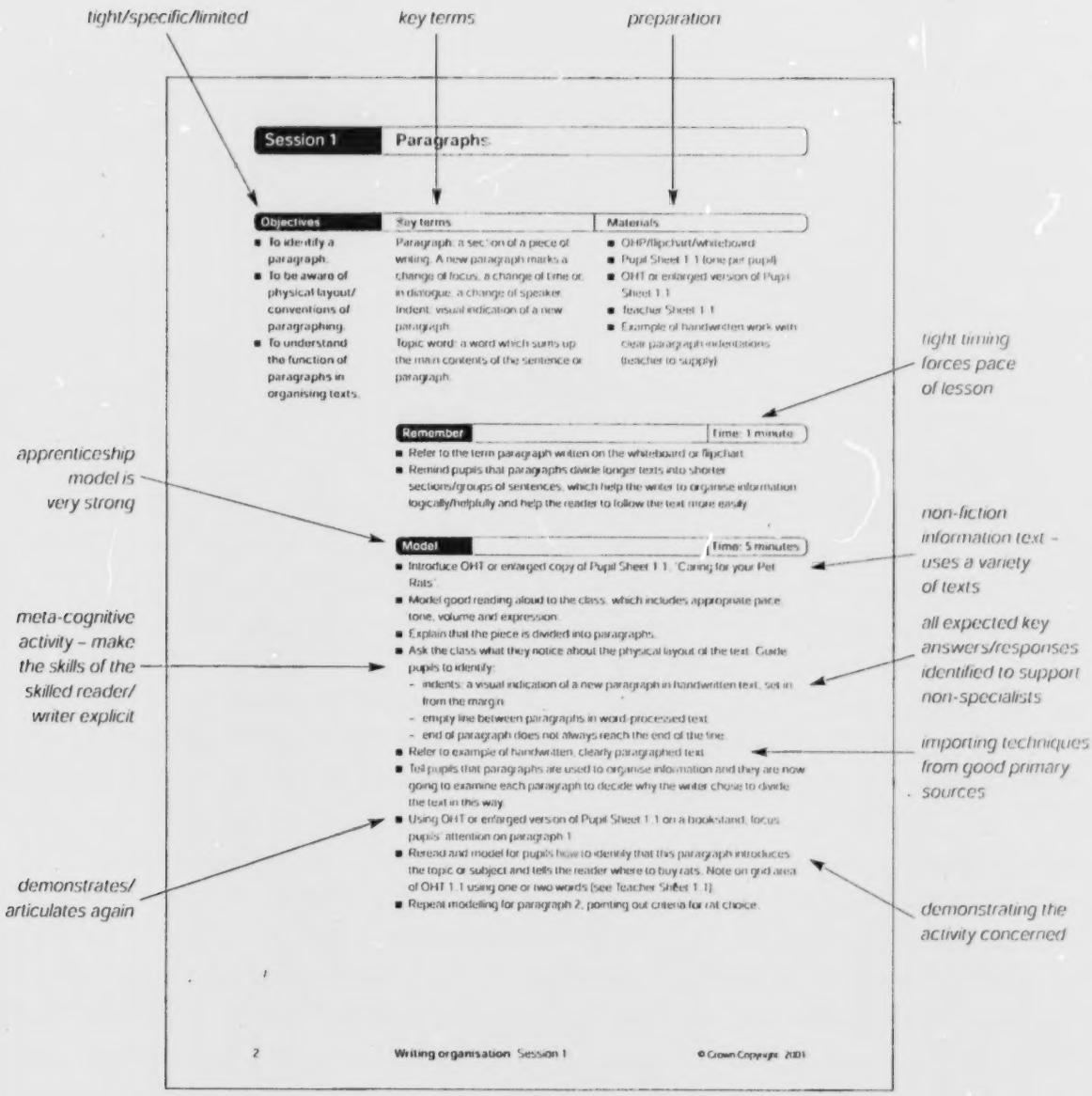
## Sample session plan


tight/specific/limited
key terms
preparation
Session 1
Paragraphs
Objectives
To identify a paragraph.
To be aware of physical layout/ conventions of paragraphing.
To understand the function of paragraphs in organising texts.
Key terms
Paragraph: a section of a piece of writing. A new paragraph marks a change of focus, a change of time or, in dialogue, a change of speaker.
Indent: visual indication of a new paragraph.
Topic word: a word which sums up the main contents of the sentence or paragraph.
Materials
OHP/flipchart/whiteboard
Pupil Sheet 1.1 (one per pupil)
OHT or enlarged version of Pupil Sheet 1.1
Teacher Sheet 1.1
Example of handwritten work with clear paragraph indentations (teacher to supply)
tight timing forces pace of lesson
Remember
Time: 1 minute
Refer to the term paragraph written on the whiteboard or flipchart.
Remind pupils that paragraphs divide longer texts into shorter sections/groups of sentences, which help the writer to organise information logically/helpfully and help the reader to follow the text more easily.
apprenticeship model is very strong
Model
Time: 5 minutes
Introduce OHT or enlarged copy of Pupil Sheet 1.1, 'Caring for your Pet Rats'.
Model good reading aloud to the class, which includes appropriate pace, tone, volume and expression.
Explain that the piece is divided into paragraphs.
Ask the class what they notice about the physical layout of the text. Guide pupils to identify:
- indents: a visual indication of a new paragraph in handwritten text, set in from the margin
- empty line between paragraphs in word-processed text
- end of paragraph does not always reach the end of the line.
Refer to example of handwritten, clearly paragraphed text.
Tell pupils that paragraphs are used to organise information and they are now going to examine each paragraph to decide why the writer chose to divide the text in this way.
Using OHT or enlarged version of Pupil Sheet 1.1 on a bookstand, focus pupils' attention on paragraph 1.
Reread and model for pupils how to identify that this paragraph introduces the topic or subject and tells the reader where to buy rats. Note on grid area of OHT 1.1 using one or two words (see Teacher Sheet 1.1).
Repeat modelling for paragraph 2, pointing out criteria for rat choice.
non-fiction information text – uses a variety of texts
all expected key answers/responses identified to support non-specialists
meta-cognitive activity – make the skills of the skilled reader/ writer explicit
importing techniques from good primary sources
demonstrates/ articulates again
demonstrating the activity concerned
2
Writing organisation Session 1
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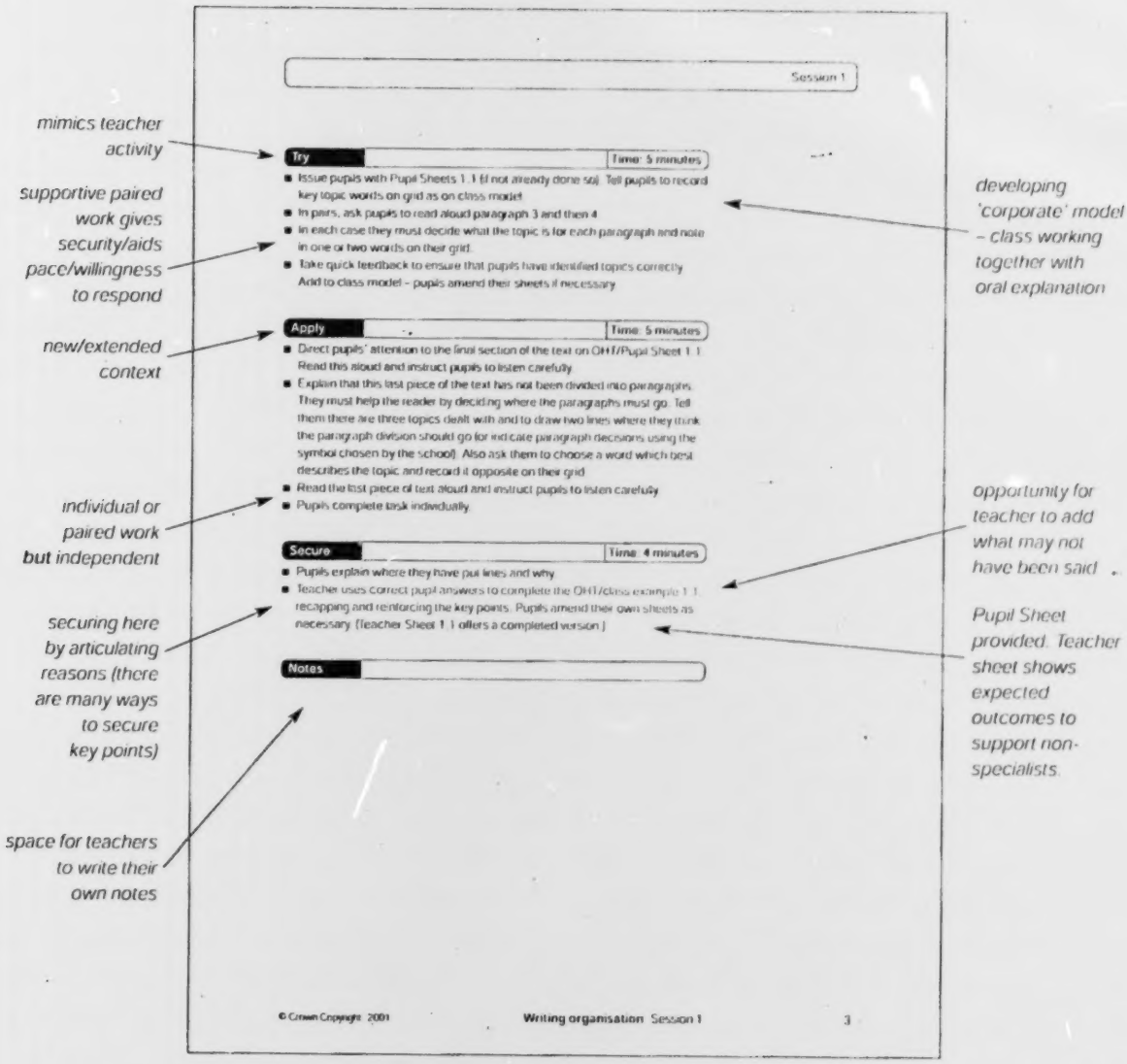
Session 1
Try
Time: 5 minutes
Issue pupils with Pupil Sheets 1.1 (if not already done so). Tell pupils to record key topic words on grid as on class model.
In pairs, ask pupils to read aloud paragraph 3 and then 4.
In each case they must decide what the topic is for each paragraph and note in one or two words on their grid.
Take quick feedback to ensure that pupils have identified topics correctly. Add to class model – pupils amend their sheets if necessary.
Apply
Time: 5 minutes
Direct pupils' attention to the final section of the text on OHT/Pupil Sheet 1.1. Read this aloud and instruct pupils to listen carefully.
Explain that this last piece of the text has not been divided into paragraphs. They must help the reader by deciding where the paragraphs must go. Tell them there are three topics dealt with and to draw two lines where they think the paragraph division should go (or indicate paragraph decisions using the symbol chosen by the school). Also ask them to choose a word which best describes the topic and record it opposite on their grid.
Read the last piece of text aloud and instruct pupils to listen carefully.
Pupils complete task individually.
Secure
Time: 4 minutes
Pupils explain where they have put lines and why.
Teacher uses correct pupil answers to complete the OHT/class example 1.1, recapping and reinforcing the key points. Pupils amend their own sheets as necessary. (Teacher Sheet 1.1 offers a completed version.)
Notes
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Writing organisation Session 1
3
mimics teacher activity
supportive paired work gives security/aids pace/willingness to respond
new/extended context
individual or paired work but independent
securing here by articulating reasons (there are many ways to secure key points)
space for teachers to write their own notes
developing 'corporate' model – class working together with oral explanation
opportunity for teacher to add what may not have been said
Pupil Sheet provided. Teacher sheet shows expected outcomes to support non-specialists.

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# Session plans

# Session 1 Paragraphs

| Objectives | Key terms | Materials |
|---|---|---|
| ■ To identify a paragraph.<br>■ To be aware of physical layout/ conventions of paragraphing.<br>■ To understand the function of paragraphs in organising texts. | Paragraph: a section of a piece of writing. A new paragraph marks a change of focus, a change of time or, in dialogue, a change of speaker.<br>Indent: visual indication of a new paragraph.<br>Topic word: a word which sums up the main contents of the sentence or paragraph. | ■ OHP/flipchart/whiteboard<br>■ Pupil Sheet 1.1 (one per pupil)<br>■ OHT or enlarged version of Pupil Sheet 1.1<br>■ Teacher Sheet 1.1<br>■ Example of handwritten work with clear paragraph indentations (teacher to supply) |

## Remember — Time: 1 minute

- Refer to the term paragraph written on the whiteboard or flipchart.
- Remind pupils that paragraphs divide longer texts into shorter sections/groups of sentences, which help the writer to organise information logically/helpfully and help the reader to follow the text more easily.

## Model — Time: 5 minutes

- Introduce OHT or enlarged copy of Pupil Sheet 1.1, 'Caring for your Pet Rats'.
- Model good reading aloud to the class, which includes appropriate pace, tone, volume and expression.
- Explain that the piece is divided into paragraphs.
- Ask the class what they notice about the physical layout of the text. Guide pupils to identify:
  - indents: a visual indication of a new paragraph in handwritten text, set in from the margin
  - empty line between paragraphs in word-processed text
  - end of paragraph does not always reach the end of the line.
- Refer to example of handwritten, clearly paragraphed text.
- Tell pupils that paragraphs are used to organise information and they are now going to examine each paragraph to decide why the writer chose to divide the text in this way.
- Using OHT or enlarged version of Pupil Sheet 1.1 on a bookstand, focus pupils' attention on paragraph 1.
- Reread and model for pupils how to identify that this paragraph introduces the topic or subject and tells the reader where to buy rats. Note on grid area of OHT 1.1 using one or two words (see Teacher Sheet 1.1).
- Repeat modelling for paragraph 2, pointing out criteria for rat choice.


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## Try

Time: 5 minutes

- Issue pupils with Pupil Sheets 1.1 (if not already done so). Tell pupils to record key topic words on grid as on class model.
- In pairs, ask pupils to read aloud paragraph 3 and then 4.
- In each case they must decide what the topic is for each paragraph and note in one or two words on their grid.
- Take quick feedback to ensure that pupils have identified topics correctly. Add to class model – pupils amend their sheets if necessary.

## Apply

Time: 5 minutes

- Direct pupils' attention to the final section of the text on OHT/Pupil Sheet 1.1. Read this aloud and instruct pupils to listen carefully.
- Explain that this last piece of the text has not been divided into paragraphs. They must help the reader by deciding where the paragraphs must go. Tell them there are three topics dealt with and to draw two lines where they think the paragraph division should go (or indicate paragraph decisions using the symbol chosen by the school). Also ask them to choose a word which best describes the topic and record it opposite on their grid.
- Read the last piece of text aloud and instruct pupils to listen carefully.
- Pupils complete task individually.

## Secure

Time: 4 minutes

- Pupils explain where they have put lines and why.
- Teacher uses correct pupil answers to complete the OHT/class example 1.1, recapping and reinforcing the key points. Pupils amend their own sheets as necessary. (Teacher Sheet 1.1 offers a completed version.)

## Notes

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# Caring for your Pet Rats

| | |
|---|---|
| Rats make excellent pets and can be easily and cheaply bought. If you wish to keep rats as pets you should go to a good pet shop or contact an official breeder who can give you advice. | |
| It is important to choose your pet rats carefully. Check that they are healthy. You will know because they will be alert and their eyes, nose and ears will be clean. Rats must be at least six weeks old before you buy them and they should be kept in pairs of either males or females. | |
| Rats need a large cage which is at least 60 x 30 x 30 cm in size. The cage must contain somewhere cosy for your rats to sleep and have solid, not wire, flooring. Rats must have toys to play with such as ladders, tubes and ropes. | |
| Rats are omnivorous which means that they will eat almost anything. However, you must ensure that your rats get a balanced diet including a good dried rat food, rice, pasta, wholemeal bread and fresh vegetables. Rats always must have fresh water which should be put in a water bottle. | |
| The cage must be cleaned thoroughly every week. The rats' bed must be kept clean. Your rats will enjoy being brushed gently with a very soft hairbrush. If your rat becomes unwell, you should take it to a vet to be treated. Do not delay as rats can become seriously ill very quickly. The National Fancy Rat Society holds shows across the country. You can show your pet rats and perhaps win a prize. You can get information about shows on their website 'www.nfrs.org'. | |

Pupil Sheet/OHT 1.1

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# Caring for your Pet Rats

| | |
|---|---|
| Rats make excellent pets and can be easily and cheaply bought. If you wish to keep rats as pets you should go to a good pet shop or contact an official breeder who can give you advice. | buying rats |
| It is important to choose your pet rats carefully. Check that they are healthy. You will know because they will be alert and their eyes, nose and ears will be clean. Rats must be at least six weeks old before you buy them and they should be kept in pairs of either males or females. | choosing rats |
| Rats need a large cage which is at least 60 x 30 x 30 cm in size. The cage must contain somewhere cosy for your rats to sleep and have solid, not wire, flooring. Rats must have toys to play with such as ladders, tubes and ropes. | the cage |
| Rats are omnivorous which means that they will eat almost anything. However, you must ensure that your rats get a balanced diet including a good dried rat food, rice, pasta, wholemeal bread and fresh vegetables. Rats always must have fresh water which should be put in a water bottle. | eating/ food |
| The cage must be cleaned thoroughly every week. The rats' bed must be kept clean. Your rats will enjoy being brushed gently with a very soft hairbrush. | cleaning |
| If your rat becomes unwell, you should take it to a vet to be treated. Do not delay as rats can become seriously ill very quickly. | illness |
| The National Fancy Rat Society holds shows across the country. You can show your pet rats and perhaps win a prize. You can get information about shows on their website 'www.nfrs.org'. | NFR Society shows |

Teacher Sheet 1.1

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## Session 2 — Topic sentences

**Objectives**

- To understand the importance of a topic sentence in a paragraph.
- To identify topic sentences.
- To sort information into topic-related groups.
- To write an appropriate topic sentence.

**Key terms**

Paragraph: a section of a piece of writing. A new paragraph marks a change of focus, a change of time or, in dialogue, a change of speaker.
Topic sentence: a sentence, often near the start of a paragraph, which identifies the main focus of that paragraph.

**Materials**

- OHP/flipchart/whiteboard
- OHT/enlarged Pupil Sheet 1.1 (from last session)
- OHT/enlarged Pupil Sheet 2.1
- Pupil Sheet 2.1 (one per pair)
- Teacher Sheet 2.1
- OHT/Teacher Sheet 2.2
- Cut-up version of enlarged Pupil Sheet 2.2

### Remember — Time: 3 minutes

- Remind pupils of the text on pet rats studied last session. Emphasise that pupils focused on how the text was divided into paragraphs.
- Reread text with volunteers reading a paragraph each to recap on text content and divisions.

### Model — Time: 5 minutes

- Put up completed OHT or enlarged Pupil Sheet 1.1 (class version) from session 1 and draw pupils' attention to the fact that they were able to identify that each paragraph contained information concerned with a particular topic.
- Explain that in many texts, particularly information texts such as this one, the writer will place a sentence at or near the beginning of each paragraph which signals what the paragraph is about. This is often called a topic sentence.
- Using OHT or enlarged Pupil Sheet 2.1 reread first paragraph and identify topic sentence, underlining it and explaining that this sentence introduces the overall topic of rats and the topic of the paragraph – where to buy them.
- Repeat with paragraph 2 and select the appropriate topic sentence.
  *(Topic sentences are indicated on Teacher Sheet 2.1 in bold.)*

### Try — Time: 3 minutes

- Issue Pupil Sheet 2.1, one per pair, if not already done.
- Ask pupils to work in pairs to identify and underline topic sentences in remainder of text.
- Through taking class feedback, complete class exemplar on OHT/enlarged Pupil Sheet 2.1.
- Ensure that pupils briefly explain their choices.

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## Apply

Time: 6 minutes

- Explain that pupils will now apply their knowledge of:
  - paragraph organisation
  - topic sentences.
- Use the cut-up enlarged 11 sentences contained in Teacher Sheet 3.0.
- Working in groups of six, allocate one topic from the list below to each group, and ask them to group together sentences which belong to each topic:
  - how much we waste (1)
  - ways and places for recycling (2)
  - other advantages of recycling (3).
- Take feedback and discuss why the groups were put together.

## Secure

Time: 3 minutes

- Ask groups to choose the topic sentence.
- Show OHT of Teacher Sheet 2.2. Pupils compare their choice of topic sentence.
- Discuss pupils' choices of topic sentences and commend apt choices.

## Notes

- Pupils could be encouraged to make a display of different ways of signalling paragraph change. They could draw on material met at home (eg newspapers) as well as reading done at school (eg textbooks).
- It saves time if pupil materials have been distributed in advance.

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# Caring for your Pet Rats

Rats make excellent pets and can be easily and cheaply bought. If you wish to keep rats as pets you should go to a good pet shop or contact an official breeder who can give you advice.

It is important to choose your pet rats carefully. Check that they are healthy. You will know because they will be alert and their eyes, nose and ears will be clean. Rats must be at least six weeks old before you buy them and they should be kept in pairs of either males or females.

Rats need a large cage which is at least 60 x 30 x 30 cm in size. The cage must contain somewhere cosy for your rats to sleep and have solid, not wire, flooring. Rats must have toys to play with such as ladders, tubes and ropes.

Rats are omnivorous which means that they will eat almost anything. However, you must ensure that your rats get a balanced diet including a good dried rat food, rice, pasta, wholemeal bread and fresh vegetables. Rats always must have fresh water which should be put in a water bottle.

The cage must be cleaned thoroughly every week. Your rats will enjoy being brushed gently with a very soft hairbrush.

If your rat becomes unwell, you should take it to a vet to be treated. Do not delay as rats can become seriously ill very quickly.

The National Fancy Rat Society holds shows across the country. You can show your pet rats and perhaps win a prize. You can get information about shows on their website 'www.nfrs.org'.

Pupil Sheet/OHT 2.1

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# Caring for your Pet Rats

**Rats make excellent pets and can be easily and cheaply bought.** If you wish to keep rats as pets you should go to a good pet shop or contact an official breeder who can give you advice.

**It is important to choose your pet rats carefully.** Check that they are healthy. You will know because they will be alert and their eyes, nose and ears will be clean. Rats must be at least six weeks old before you buy them and they should be kept in pairs of either males or females.

**Rats need a large cage which is at least 60 x 30 x 30 cm in size.** The cage must contain somewhere cosy for your rats to sleep and have solid, not wire, flooring. Rats must have toys to play with such as ladders, tubes and ropes.

**Rats are omnivorous which means that they will eat almost anything.** However, you must ensure that your rats get a balanced diet including a good dried rat food, rice, pasta, wholemeal bread and fresh vegetables. Rats always must have fresh water which should be put in a water bottle.

**The cage must be cleaned thoroughly every week.** Your rats will enjoy being brushed gently with a very soft hairbrush.

**If your rat becomes unwell, you should take it to a vet to be treated.** Do not delay as rats can become seriously ill very quickly.

**The National Fancy Rat Society holds shows across the country.** You can show your pet rats and perhaps win a prize. You can get information about shows on their website 'www.nfrs.org'.

Teacher Sheet 2.1

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a. Every year the average person in Britain dumps 1/3 of a tonne of rubbish into their bin, and most of this is wasted.

b. We can help to protect the trees in the tropical rainforests by saving newspapers, old clothes and cardboard.

c. Recycling can have many other advantages besides cutting down on waste.

d. The 4 1/2 million drinks cans thrown away each year in the UK placed end to end might reach the moon.

e. Metal, wood and textiles can also be collected and reused.

f. Many local councils offer the opportunity to recycle all types of paper and glass products.

g. In paper alone every year the average household throws away six trees.

h. Collecting aluminium drinks cans not only helps the environment but can also raise money for charity.

i. For example much of our kitchen waste could be recycled in a compost heap in the garden.

j. Food waste can make excellent natural fertiliser for use in gardens and on farms to make our food more healthy and cut down on the use of chemicals on farms.

k. Friends of the Earth estimate that we could recycle at least 50% of our rubbish.

Pupil Sheet 2.2

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| | |
|---|---|
| **1 (T)** | **a. Every year the average person in Britain dumps ⅓ of a tonne of rubbish into their bin, and most of this is wasted.** |
| **3** | b. We can help to protect the trees in the tropical rainforests by saving newspapers, old clothes and cardboard. |
| **3 (T)** | **c. Recycling can have many other advantages besides cutting down on waste.** |
| **1** | d. The 4½ million drinks cans thrown away each year in the UK placed end to end might reach the moon. |
| **2** | e. Metal, wood and textiles can also be collected and reused. |
| **2** | f. Many local councils offer the opportunity to recycle all types of paper and glass products. |
| **1** | g. In paper alone every year the average household throws away six trees. |
| **3** | h. Collecting aluminium drinks cans not only helps the environment but can also raise money for charity. |
| **2** | i. For example much of our kitchen waste could be recycled in a compost heap in the garden. |
| **3** | j. Food waste can make excellent natural fertiliser for use in gardens and on farms to make our food more healthy and cut down on the use of chemicals on farms. |
| **2 (T)** | **k. Friends of the Earth estimate that we could recycle at least 50% of our rubbish.** |

Teacher Sheet 2.2

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# Welcome to New World Activity Parks

There are several of these holiday centres in Britain. They are all built in beautiful countryside and all have excellent accommodation. New World Activity Parks resorts all have facilities for all types of British weather.

All our centres have both indoor and outdoor swimming pools, a choice of several different restaurants and a wide range of sports facilities for all ages and fitness levels. Entertainment is varied with soft-play, junior discos and adult-only nights. We also provide babysitters!

Pupil Sheet 2.3

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## Session 3 — Paragraph types

| Objectives | Key terms | Materials |
|---|---|---|
| ■ To recognise that there are different types of paragraph.<br>■ To understand how texts can be organised temporally.<br>■ To recognise and use some temporal paragraph openings. | Direct speech: the original words of a speaker. Except in a playscript, direct speech is put inside speech marks.<br>Cues: sources of information for readers. Cues give clues to the meaning of a passage.<br>Paragraph: a section of a piece of writing. A new paragraph marks a change of focus, a change of time or, in dialogue, a change of speaker. | ■ OHP/flipchart/whiteboard<br>■ OHT of Teacher Sheet 3.0 (from previous session)<br>■ Teacher Sheet 3.1 (exemplar)<br>■ Pupil Sheet 3.2 (one per pair)<br>■ OHT or enlarged version of Pupil Sheet 3.2<br>■ OHT/Teacher Sheet 3.3<br>■ Pupil Sheet 3.4 (one per pupil) |

### Remember — Time: 2 minutes

- Use Teacher Sheet 3.0 to remind pupils of the function of paragraphs: to organise written material for the reader.

### Model — Time: 3 minutes

- Tell pupils that in addition to organising paragraphs by topic, which they have already learned, there are other ways of organising paragraphs. Explain that these are time sequences, and when using direct speech or talk sequences. Tell pupils that in this session you will be teaching them about organising things according to time. Explain that they are going to focus on paragraphs which are organised by time.
- Tell the pupils that you are going to write for them a very short account of what you did this morning before starting school (or any other chronologically organised account of your choice). (See teacher exemplar, Teacher Sheet 3.1.) Note: Write your account clearly on the OHT, whiteboard or flipchart, giving a commentary on the text as you write. The commentary should emphasise the choices a writer makes over paragraphs.

### Try — Time: 3 minutes

- Give pupils a minute or two to discuss and agree with a partner which are the words in each paragraph which signal time changing or moving on.
- Take class feedback and, using OHT, flipchart or whiteboard, underline text on the class model when correct words are identified (as exemplified on Teacher Sheet 3.1).
- Ask pupils where these words are located in the paragraph and establish that, like topic sentences, these cues or signals are usually found at or near the beginning.

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## Apply

Time: 4 minutes

- Use Pupil Sheet 3.1 ('Shake, Rattle and Roll'), one per pair, and read the text aloud. Tell pupils that the piece of text describes how a group of pupils did a science experiment. Tell them that it should contain seven paragraphs, although the writer has forgotten to separate them, and that these are all shown by time signals. Ask pupils in pairs to number (or mark, using school's system) where they think the new paragraphs should start, and to underline the signal/cue words which gave them the clues.

## Secure

Time: 8 minutes

- Put up Pupil Sheet 3.2 on OHT or enlarged version on bookstand.
- Take pupil suggestions as to paragraph boundaries, rejecting inappropriate suggestions and explaining why, and draw lines to separate them. (Teacher Sheet 3.2 has correct placement.) Remind pupils that it would be necessary to leave a line or indent.
- Ask pupils to identify the words which signalled time and underline them. These words should be written on a whiteboard for future reference.
- Conclude by putting up OHT of Teacher Sheet 3.3 or an enlarged copy which offers the correctly laid-out model answer.
- Issue Pupil Sheet 3.4 (one each). Ask pupils to write three short paragraphs about what they did last night, using a time clue to open each paragraph.

## Notes

- You could create a poster of words which indicate the passing of time (eg *after, then* or *soon*). This can be added to in future sessions and be used for reference, and displayed prominently.

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## Teacher Exemplar

At 7.00 am I was woken by the deafening racket of my radio alarm clock. I leaned out of bed and eventually found the button that would silence Madonna.

After several minutes I managed to force myself to get up. I put on my dressing gown and headed for the kitchen to make a cup of tea and put a slice of bread in the toaster.

Having finished my breakfast the next thing was to shower, brush my teeth and hair and decide what to wear.

Finally, I packed my briefcase with the books for the day and last night's marking and shut the front door firmly behind me.

Teacher Sheet 3.1

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# Shake, Rattle and Roll

- This piece of writing describes what pupils did in a science experiment. There are 7 paragraphs in this piece of writing, but the writer has forgotten to separate them.
- Number where each of the paragraphs should start and underline the "time" phrases which help you know this.

In this experiment we wanted to find out what would happen to rocks as they were moved along in water. Before we started we collected 20 fragments of rock and a plastic bottle. We had to check that the fragments would fit into the container. We also drew the shape of one of the fragments in our science book. First we filled the bottle with water. The water in the bottle represented the river. We put the 20 rock fragments into the bottle and screwed the lid on tightly. Next we shook the bottle very hard for 2 minutes and emptied the rock fragments out. We measured the fragments and wrote down how many were over 5mm in size. We threw away the rest of the pieces. After counting, we weighed the ones that we saved and wrote down the total weight, and put them back in the bottle. After this, we repeated this process three times and each time the number of fragments that measured 5mm went down. Finally, there were no larger fragments left because the water was moving, and the banging against each other had worn them all away, which is what happens to rocks as they are washed down a river.

Pupil Sheet/OHT 3.2

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# Shake, Rattle and Roll

- This piece of writing describes what pupils did in a science experiment. There are 7 paragraphs in this piece of writing, but the writer has forgotten to separate them.
- Number where each of the paragraphs should start and underline the "time" phrases which help you know this.

[1] In this experiment we wanted to find out what would happen to rocks as they were moved along in water. [2] Before we started we collected 20 fragments of rock and a plastic bottle. We had to check that the fragments would fit into the container. We also drew the shape of one of the fragments in our science book. [3] First we filled the bottle with water. The water in the bottle represented the river. We put the 20 rock fragments into the bottle and screwed the lid on tightly. [4] Next we shook the bottle very hard for 2 minutes and emptied the rock fragments out. We measured the fragments and wrote down how many were over 5mm in size. We threw away the rest of the pieces. [5] After counting, we weighed the ones that we saved and wrote down the total weight, and put them back in the bottle. [6] After this, we repeated this process three times and each time the number of fragments that measured 5mm went down. [7] Finally, there were no larger fragments left because the water was moving, and the banging against each other had worn them all away, which is what happens to rocks as they are washed down a river.

Teacher Sheet 3.2

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# Shake, Rattle and Roll

**In this experiment we wanted to find out what would happen to rocks** as they were moved along in water.

**Before we started** we collected 20 fragments of rock and a plastic bottle. We had to check that the fragments would fit into the container. We also drew the shape of one of the fragments in our science book.

**First** we filled the bottle with water. The water in the bottle represented the river. We put the 20 rock fragments into the bottle and screwed the lid on tightly.

**Next** we shook the bottle very hard for 2 minutes and emptied the rock fragments out. We measured the fragments and wrote down how many were over 5mm in size. We threw away the rest of the pieces.

**After counting,** we weighed the ones that we saved and wrote down the total weight, and put them back in the bottle.

**After this,** we repeated this process three times and each time the number of fragments that measured 5mm went down.

**Finally,** there were no larger fragments left because the water was moving, and the banging against each other had worn them all away, which is what happens to rocks as they are washed down a river.

Teacher Sheet/OHT 3.3

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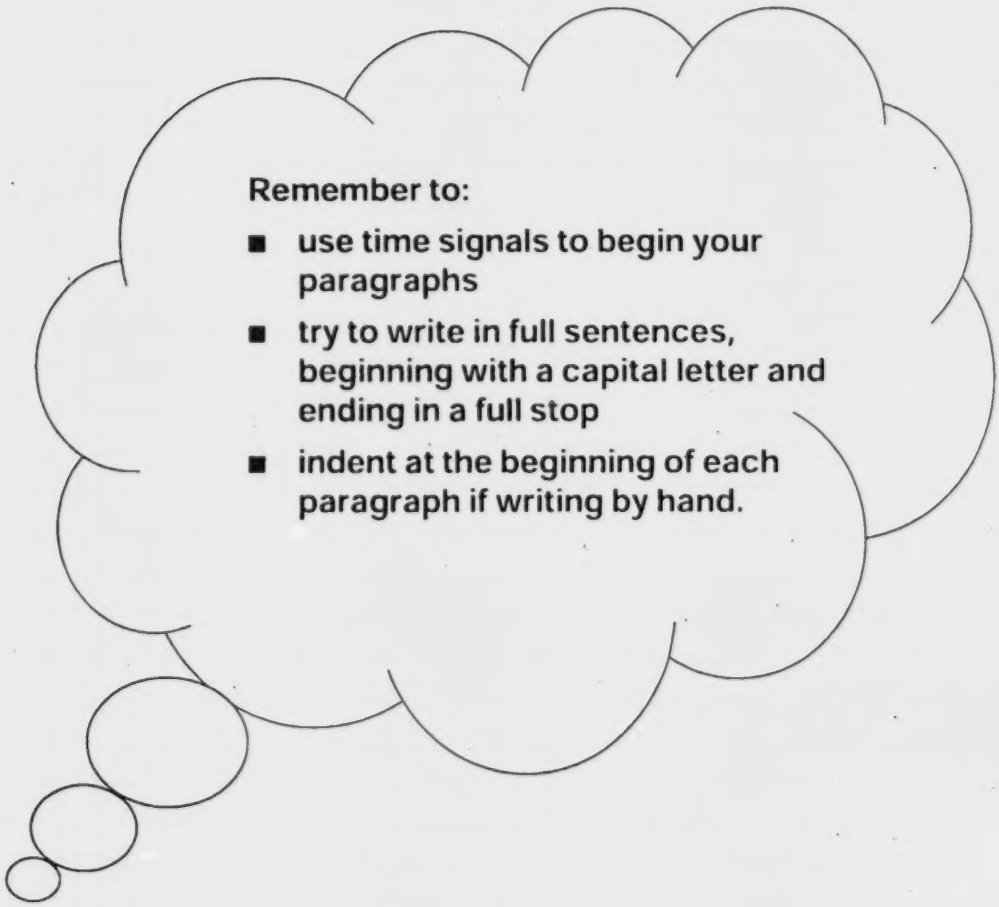
Write an account of what you did last night when you got home from school. Use three short paragraphs.


Remember to:
■ use time signals to begin your paragraphs
■ try to write in full sentences, beginning with a capital letter and ending in a full stop
■ indent at the beginning of each paragraph if writing by hand.

Pupil Sheet 3.4

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## Session 4 — Time sequence markers

### Objectives

- **To understand time sequence markers of different duration.**
- **To identify and use appropriate time sequence markers.**
- **To create a useful word bank for future reference.**

Paragraph: a section of a piece of writing. A new paragraph marks a change of focus, a change of time or, in dialogue, a change of speaker.
Time sequence: the organisation of ideas on the basis of time.
(Words which indicate time are time sequence markers, eg *immediately, soon, after a few seconds.*)
Cue: source of information for readers. Cues give clues to the meaning of a passage.

### Materials

- OHP/flipchart/whiteboard
- Pupil Sheet 3.4
- Pupil Sheet 4.1 (one each)
- OHT or enlarged copy of Pupil Sheet 4.1
- Teacher Sheet 4.1
- Time for typing up the word bank
- Whiteboard or poster with word bank from previous session

### Remember — Time: 5 minutes

- Refer pupils back to previous session. Remind pupils of task/purpose and objectives.
- Choose two pupils to read their accounts aloud and/or refer to the class whiteboard or poster from previous session. Note on whiteboard/flipchart/poster all relevant time sequence markers which pupils have used to begin to create a word bank. Allow other pupils to suggest different paragraph openings and add to word bank.
- Tell pupils they are going to read a piece of text which has paragraphs that begin in all three ways. Remind pupils of the three main reasons for paragraphing:
  - topic (TO)
  - time (TI)
  - talk (TA).
- Write the above on flipchart or whiteboard.

### Model — Time: 5 minutes

- Use Pupil Sheet 4.1 and introduce OHT/Pupil Sheet 4.1, an extract from *The Coming of the Surfman* by Peter Collington, published by Red Fox.
- Read piece aloud slowly to the class. Ask pupils to listen carefully and if they can to identify and label the paragraphs to show which type they are, using the code above. Pause after each paragraph to allow a few seconds thinking time.
- Take class feedback. Use OHT/Pupil Sheet 4.1 or enlarged version to arrive at correct model (see Teacher Sheet 4.1) for class. Teacher explains any which the group has failed to identify, explicitly modelling the thinking process.
- Focus pupils specifically on the time changes and add these to the poster or word bank already on the board. (Note: A permanent copy of the word bank must be retained for future sessions.)


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**Try** — **Time: 4 minutes**

- In pairs tell pupils they will now have a competition to see which pair can think of the most new examples of ways to begin a time change paragraph. Explain that this could mean time that is close, eg *after a few seconds* or *immediately*; or time which is more distant, eg *a century ago, in ancient times*; or medium-term time, eg *several weeks later*. Add these to the word bank as you explain. Pairs now have one and a half minutes to think of as many as they can.
- Take feedback from pairs and add to word bank. Reward winners as appropriate.

**Apply** — **Time: 4 minutes**

- Pupils now try to use some of these examples themselves to continue the narrative on Pupil Sheet 4.1 with another paragraph which must use time change.

**Secure** — **Time: 2 minutes**

- Selected pupils read out their first sentence and tell the class which words indicate time change.

**Notes**

- Encourage pupils to read and enjoy *The Coming of the Surfman*.
- When using Pupil Sheet 4.1 it may be a good idea to point out to pupils that although the printed text uses only single quotation marks, in handwriting they must use double quotation marks as shown in the speech bubble.
- Word bank could be typed up and issued to pupils to stick into their books.

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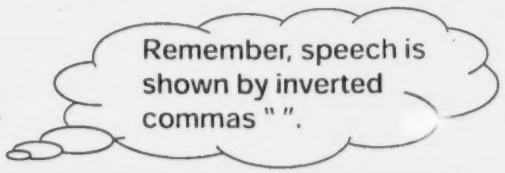
Look at the text below, taken from *The Coming of the Surfman* by Peter Collington (Red Fox). Identify and label paragraphs that:

- start with a change of **topic**
- begin with a change of **time**
- begin with somebody talking (**talk**).




**Surfman**

There are two gangs in my neighbourhood: the Hammers and the Nails. They are sworn enemies.

One day I was skateboarding home when the Hammer gang grabbed me. Their leader, Hammerhead, lifted me off the ground by my collar, pushed his face close to mine and showed me his fist. 'You're joining us,' he said. It wasn't an invitation. It was a statement of fact. As I might want to smile again sometime, it was essential I had some teeth to do it with – so I nodded.

'A wise decision,' Hammerhead said, putting me down. 'Now wear this.' He handed me a red bandana, the Hammers' colour. As I walked away, struggling to put it around my head, I noticed the Nail gang up ahead. I quickly stuffed the bandana into my pocket. Nailhead, the gang leader, looked me over. My foot tapped nervously on my skateboard. Nailhead's eyes lowered to my board.'

'You wanna grow up. Skateboards are for kids.' As I was a kid it was quite logical that I should have a skateboard, but something made me keep quiet. It was my teeth again. Nailhead handed me a blue bandana. 'Wear this,' he said. 'You're one of us.'

Now I belong to two gangs and if either of them finds out, I'm done for.

That night, I was lying awake thinking about my predicament when I heard a motor running. I looked out of my bedroom window and saw a van parked opposite, outside the boarded-up store. A man wearing beachwear stepped out. He looked around, the street light flashing on his sunglasses, and walked over to the store's front door. He jiggled with some keys and went in. He began unloading long cardboard cartons from his van.

After a while, I must have dropped off to sleep but I was woken by the sound of an electric sander, moaning and whining. The man had taken down the boards from the store window and was now working on the peeling paintwork.

The old store had closed down long ago because the owner was fed up with vandals breaking his windows and the neighbourhood gangs harassing his customers. So a new store would be welcome.

The man had now opened some paint cans and was brightening up the woodwork. I couldn't wait until morning to find out what kind of a store it was going to be. A pizza place, a video rental shop, even a new food store would be fine. We wouldn't have to lug shopping from eight blocks away any more.

Then my heart sank. I remembered the gangs and what they might do to me tomorrow.

**Pupil Sheet/OHT 4.1**

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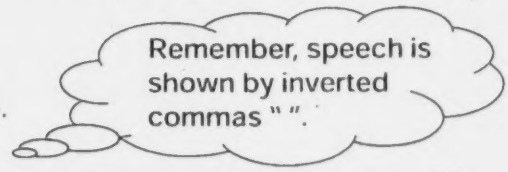
Look at the text below, taken from *The Coming of the Surfman* by Peter Collington (Red Fox). Identify and label paragraphs that:

- start with a change of **topic**
- begin with a change of **time**
- begin with somebody talking (**talk**).




**Surfman**

**TOPIC**

There are two gangs in my neighbourhood: the Hammers and the Nails. They are sworn enemies.

**TIME**

One day I was skateboarding home when the Hammer gang grabbed me. Their leader, Hammerhead, lifted me off the ground by my collar, pushed his face close to mine and showed me his fist. 'You're joining us,' he said. It wasn't an invitation. It was a statement of fact. As I might want to smile again sometime, it was essential I had some teeth to do it with – so I nodded.

**TALK**

'A wise decision,' Hammerhead said, putting me down. 'Now wear this.' He handed me a red bandana, the Hammers' colour. As I walked away, struggling to put it around my head, I noticed the Nail gang up ahead. I quickly stuffed the bandana into my pocket. Nailhead, the gang leader, looked me over. My foot tapped nervously on my skateboard. Nailhead's eyes lowered to my board.

**TALK**

'You wanna grow up. Skateboards are for kids.' As I was a kid it was quite logical that I should have a skateboard, but something made me keep quiet. It was my teeth again. Nailhead handed me a blue bandana. 'Wear this,' he said. 'You're one of us.'

**TIME/TOPIC**

Now I belong to two gangs and if either of them finds out, I'm done for.

**TIME**

That night, I was lying awake thinking about my predicament when I heard a motor running. I looked out of my bedroom window and saw a van parked opposite, outside the boarded-up store. A man wearing beachwear stepped out. He looked around, the street light flashing on his sunglasses, and walked over to the store's front door. He jiggled with some keys and went in. He began unloading long cardboard cartons from his van.

**TIME**

After a while, I must have dropped off to sleep but I was woken by the sound of an electric sander, moaning and whining. The man had taken down the boards from the store window and was now working on the peeling paintwork.

**TOPIC**

The old store had closed down long ago because the owner was fed up with vandals breaking his windows and the neighbourhood gangs harassing his customers. So a new store would be welcome.

**TOPIC**

The man had now opened some paint cans and was brightening up the woodwork. I couldn't wait until morning to find out what kind of a store it was going to be. A pizza place, a video rental shop, even a new food store would be fine. We wouldn't have to lug shopping from eight blocks away any more.

**TOPIC/TIME**

Then my heart sank. I remembered the gangs and what they might do to me tomorrow.

**Teacher Sheet 4.1**

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## Session 5 — Planning descriptive writing

| Objectives | Key terms | Materials |
|---|---|---|
| ■ To decide the content of a paragraph.<br>■ To develop detail – content and description.<br>■ To plan a description collaboratively and independently.<br>■ To write a paragraph including topic sentence and detail contained in their plan. | Paragraph: a section of a piece of writing. A new paragraph marks a change of focus, a change of time or, in dialogue, a change of speaker.<br>Key ideas: main ideas around which a text is organised.<br>Topic sentence: a sentence, often near the start of a paragraph, which identifies the main focus of that paragraph.<br>Spider diagram: a visual planning framework which is non-linear and, like a web, starts in the centre. | ■ Flipchart or whiteboard<br>■ Teacher Sheet 5.1 (this can be used to prepare flipchart in advance)<br>■ Pupil Sheet 5.1 (one per pair)<br>■ Pupil Sheet 5.2 (one per pupil) |

### Remember — Time: 1 minute

- Remind pupils of the definition and purpose of a paragraph: to organise ideas or information for the reader.
- Tell pupils that today they will focus on how to organise ideas in paragraphs logically and to make them interesting.
- Remind pupils about topic and explain that in the same way texts consist of paragraphs organised around topic sentences, each paragraph is built up from some key ideas. These must be organised inside the paragraph in the same way that paragraphs must be organised in a text.

### Model — Time: 5 minutes

- Explain that this session is about how we collect and organise ideas about a topic, once we have decided what our topics will be.
- Introduce the title *The Empty House* and write this on the flipchart/whiteboard. For an example see Teacher Sheet 5.1. Draw an empty spider diagram on the flipchart/whiteboard.
- Tell the pupils that this is a spider diagram which is a planning framework used to prepare writing.
- Model thinking aloud some key ideas and create a spider diagram. Explain that each of these key ideas will produce a topic sentence and that this piece of writing will contain five paragraphs organised around five topic sentences.
- Ask pupils in which order they think things should be described.
- Discuss and list, incorporating pupils' suggestions as appropriate.
  Note: Select one key idea, for example, *garden*, and explain that each key idea must be properly planned and developed to ensure that it is fully expanded and interesting.
- Model development of detail. (See Teacher Sheet 5.1.)
  Ensure decisions/ideas are verbalised.

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## Try

Time: 4 minutes

- Use Pupil Sheet 5.1.
- Allocate key ideas to pairs and explain that pupils must complete the planning process for their key ideas using the Teacher Sheet 'garden' example as a model. Think of at least three ideas and write on the sheet.
- Allow two minutes.
- Quickly take feedback and create a complete model on flipchart/whiteboard version.

## Apply

Time: 6 minutes

- Ask the class to create a complete spider diagram to describe the scene of Christmas Eve (or another family celebration) – briefly note suggestions/ choices on whiteboard/OHT.
- Use Pupil Sheet 5.2 for pupils to complete.
- Allow five minutes for pupils to complete as much as possible.

## Secure

Time: 4 minutes

- Pupils share their ideas with the class, stating the topic and the details within it, which they will describe.
- Pupils should write a paragraph (five sentences) to describe their first topic idea and the detail included in their spider diagram.

## Notes

- Make a class display of spider diagrams/concept maps/pattern notes that pupils have seen or used in subjects other than English.

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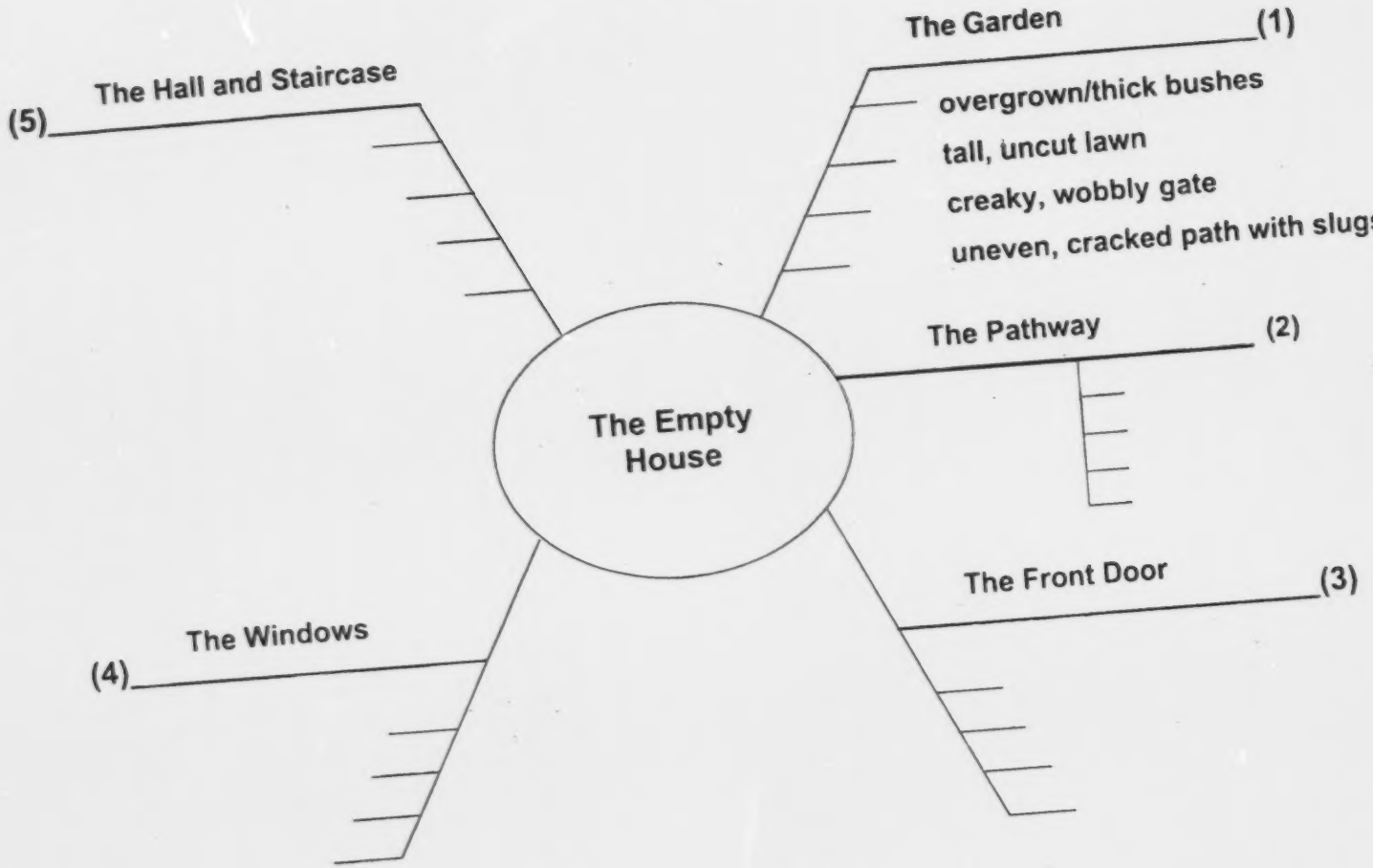






Teacher Sheet 5.1

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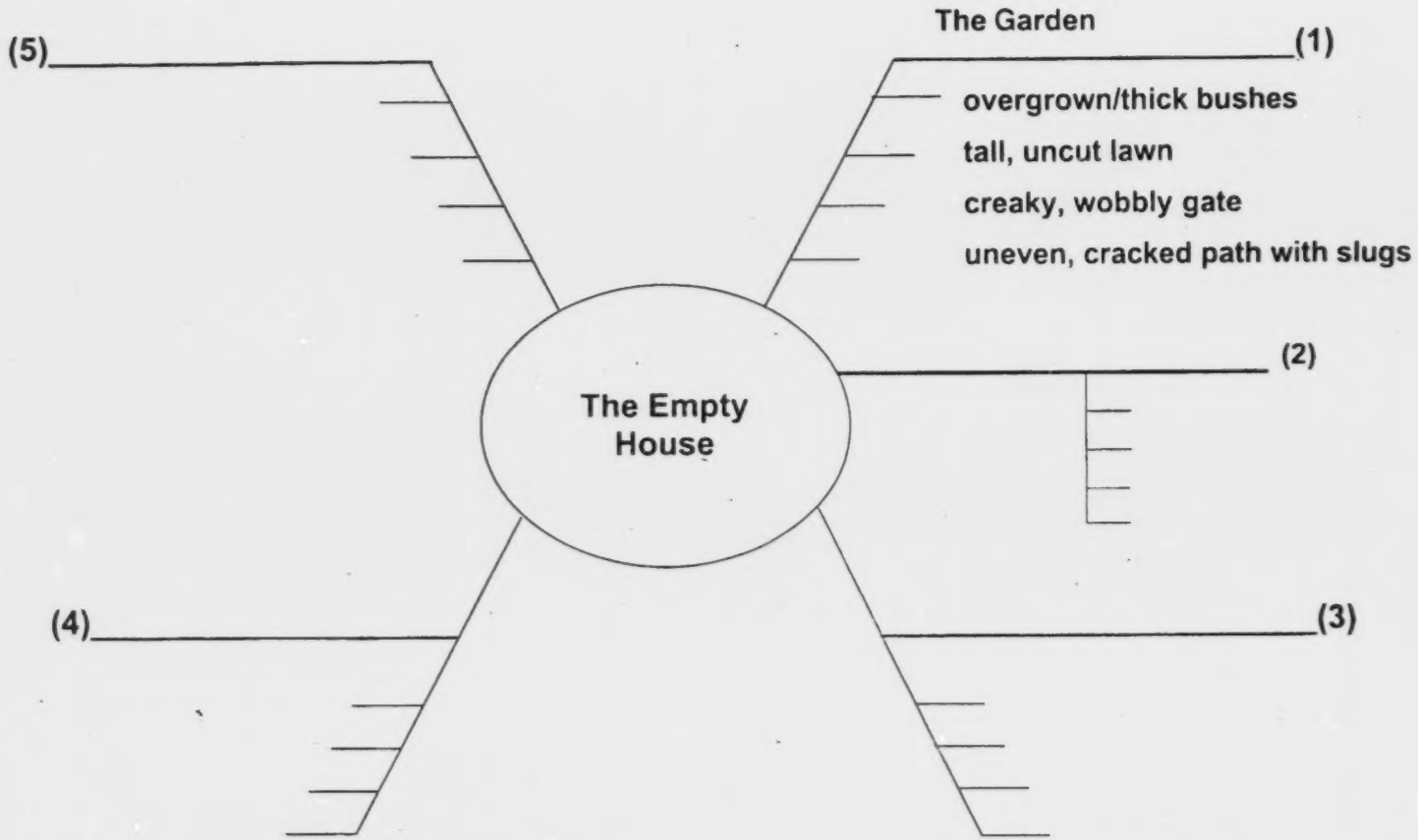






Pupil Sheet/OHT 5.1

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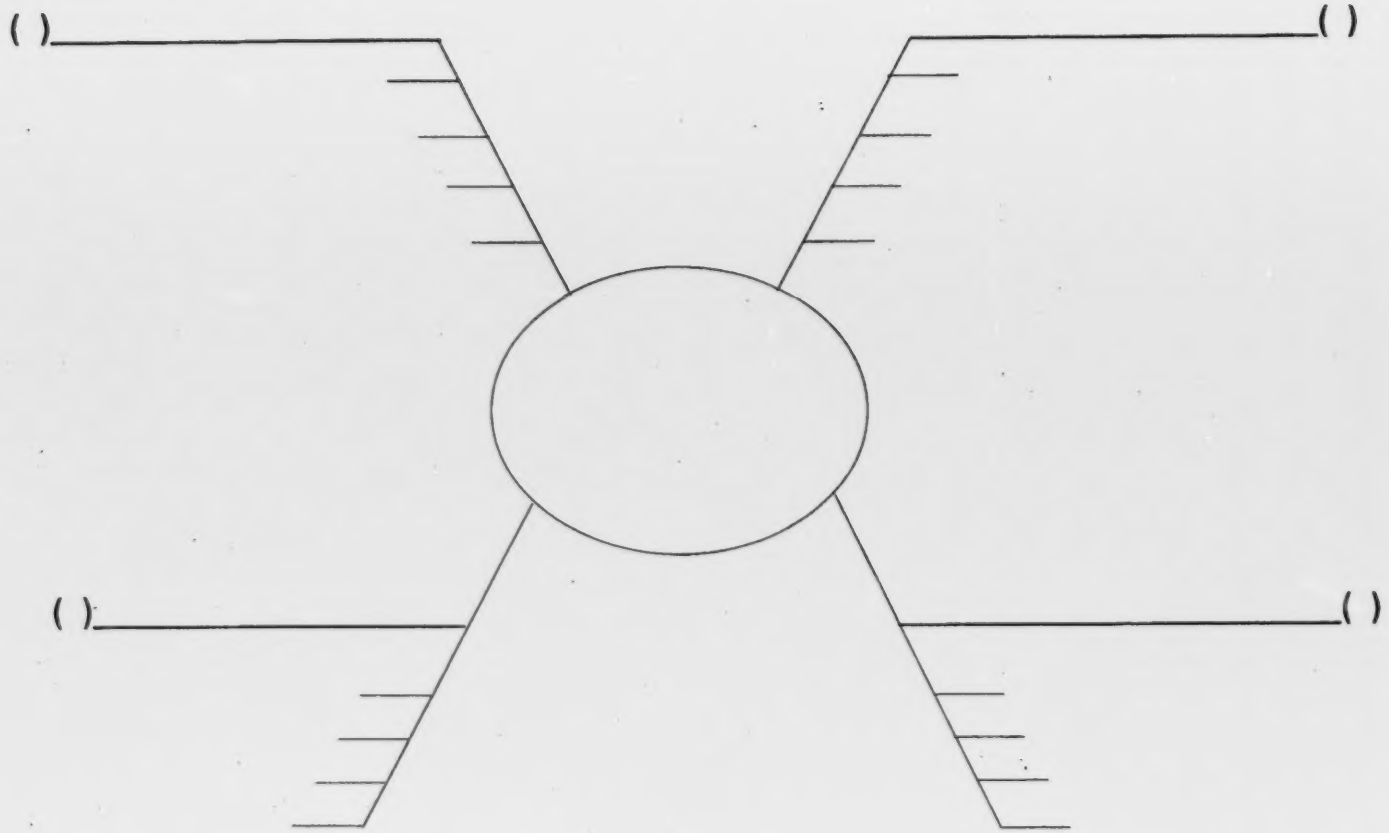






Pupil Sheet/OHT 5.2

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## Apply

Time: 5 minutes

- Allow five minutes for completion and feedback to finish enlarged class version of OHT 6.2.

## Secure

Time: 2 minutes

- Tell pupils that in the next session they will have to write the information into paragraphs.
- Pupils must decide on the most sensible order of paragraphs (subject headings) to present the information.

## Notes

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# Crocodiles

1 Crocodiles are hunters and good survivors. They have very tough skin. They have about 30 to 40 teeth in each jaw. In crocodiles, the fourth tooth on each side of the lower jaw protrudes when the mouth is closed. Crocodiles' jaws are powerful enough to crush the bones of small animals. As the crocodile floats almost completely submerged, its nostrils and eyes and a portion of its back are the only parts visible. A crocodile often uses its tail to knock its prey into the water where it is then gripped in the crocodile's jaws. The crocodile then circles quickly in the water, tearing its victim apart.

2 Crocodiles are part of the family called crocodilians which also includes alligators and gavials. The crocodile is the largest of the family. Crocodilians first appeared about 200 million years ago. Their ancestors originally lived on land but they now live mainly in water. Crocodilians can live in tropical and sub-tropical areas of the world. Modern crocodiles are amphibious. They swim, moving themselves by strokes of their long powerful tail. The tail is sometimes used to capture prey, sweeping it from shallow to deeper water, where it can be killed and eaten more easily. When they are swimming very little can be seen of them.



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3 Crocodilians are egg-laying reptiles. They breed from about the age of 10. The eggs, 20 to 90 in number and about the size of goose eggs, are buried in sand or mud, where they are left for two to three months. Females remain in the area to protect the nest and care for the newly hatched young. Some species carry their new-born in their mouths to the water's edge like some birds.

4 Crocodiles live in tropical and sub-tropical rivers and estuaries. They can be up to 7.5m/25ft in length. Their fourth tooth from the front on each side of the lower jaw is visible when the jaws are closed. They have snouts which are long and thin, or short and broad. They eat a range of animal prey and their eggs have hard shells, like birds' eggs.

Freely adapted and rewritten from various encylopedia entries.



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# Crocodiles

| How they hunt and eat | How they breed | Where they live | What they look like |
|---|---|---|---|
| | | | |

Pupil Sheet/OHT 6.2

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# Crocodiles

*Note: The numbers in brackets indicate the text from which the information was derived.*

| How they hunt and eat | How they breed | Where they live | What they look like |
|---|---|---|---|
| They are hunters and good survivors. (1)<br>Their jaws can crush small animals. (1)<br>It uses its tail to knock prey into the water. (1)<br>The crocodile circles quickly tearing up its prey. (1)<br>They eat many different animals. (4) | They lay eggs. (3)<br>They breed from the age of 10. (3)<br>They lay 20–90 eggs the size of goose eggs. (3)<br>They bury eggs in the sand or mud for 2–3 months. (3)<br>Females protect the eggs and the young after hatching. (3)<br>Sometimes they carry the babies to the water in their mouths. (3)<br>Eggs have hard shells. (4) | In water, tropical or sub-tropical areas. (2 and 4)<br>Rivers and estuaries. (4) | They have 30–40 teeth, but only two can be seen when their mouths are closed. (1)<br>When in water you can only see a small part of the crocodile. (1)<br>They have a long powerful tail. (2)<br>They are very big, length 7.5m (25ft). (4).<br>Snout is long and thin or short and broad. (4) |

Teacher Sheet/OHT 6.2

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## Session 7 — Paragraph cohesion

**Objectives**

- To sequence paragraphs logically, moving from general to specific.
- To organise a series of points in a logical way within a paragraph, moving from general to specific.
- To write a topic sentence to begin each paragraph.
- To link sentences and paragraphs where possible.

**Key terms**

Paragraph: a section of a piece of writing. A new paragraph marks a change of focus, a change of time or, in dialogue, a change of speaker.
Sequence/organise/order: to arrange in order.
Topic sentence: a sentence, often near the start of a paragraph, which identifies the main focus of that paragraph.

**Materials**

- OHP/flipchart/whiteboard
- Pupil Sheet 6.2 (from previous session)
- Teacher Sheet 6.2 (one per pair)
- OHT/Teacher Sheet 6.2
- Teacher Sheet 7.1

### Remember — Time: 1 minute

- Explain that pupils will now produce a piece of information writing describing crocodiles, based on the information collated last session.
- Pupils should have Pupil Sheet 6.2 from previous session in front of them. Hear from one or two pupils their suggested paragraph order.

### Model — Time: 5 minutes

- Use Teacher Sheet 6.2 on OHT. Steer the discussion towards an understanding that the first paragraph should be where crocodiles live; the second what they look like (the order is conventional); the third how they hunt and what they eat (as the information expands on what they look like); and fourth how they breed (as this is a completely separate topic, logical order moves from the general – by points to the specific – smaller points).
- Tell the pupils that you will show them how to turn the information in the first two columns into full paragraphs.
- On whiteboard/flipchart articulate the process of arranging the points for the first paragraph in order, beginning with a topic sentence for the paragraph. For example, *'I will start with which parts of the world crocodiles live in – so I think my topic sentence will be "Crocodiles live in both tropical and sub-tropical areas of the world", as this is the big point. Next I will write a sentence about what types of habitat they prefer. I am ignoring the first point about water because there is another point which says about rivers and therefore repeats information. So, my next sentence will say "Crocodiles like to live in rivers and estuaries." This is a smaller point (more specific than which part of the world).'*
- Repeat the modelling process for the second paragraph. See Teacher Sheet 7.1 for suggested finished text.

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**Try** — Time: 4 minutes

- Ask pupils to look at the next two columns from Pupil Sheet 6.2 (or from copy of Teacher Sheet 6.2) in pairs, and to decide on the order of points. Say that they may want to ignore a point if it repeats something in another point, or to combine two points if they seem to be talking about the same thing. Number the points – cross out any that they will not use.
- Take feedback and agree a sensible running order as a class, numbering the points on class version of 6.2 to provide class exemplar.

**Apply** — Time: 5 minutes

- Pupils now write one paragraph on *'How they hunt and eat'* using the agreed order of points.

**Secure** — Time: 5 minutes

- Allow one or two pupils to read their paragraphs. Discuss ways of linking ideas. On the whiteboard create a class exemplar similar to Teacher Sheet 7.1.
- Pupils must write the final paragraph on *'How they breed'*. Remind them to begin with a topic sentence and suggest the topic sentence on whiteboard.

**Notes**

- Teachers must try to ensure that the work is marked and feedback given on pupils' paragraphs, as on this occasion it will not be picked up in the next session.

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Topic sentences are shown in bold.

**(Paragraph 1)**

**Crocodiles live in both tropical and sub-tropical areas of the world.** Crocodiles like to live in rivers and estuaries.

**(Paragraph 2)**

**Crocodiles are very large.** They can grow up to 7.5 metres (25ft) in length. When they are in water, however, you can only see a small part of them. Crocodiles have a long and powerful tail. Their snouts can be either long and thin or short and broad. They have 30 to 40 teeth, but only two of these can be seen when their jaws are closed.

**(Paragraph 3)**

**Crocodiles are very good hunters and good survivors.** They eat many different types of animals. They use their powerful tails to knock their prey into the water and then they crush them with their powerful jaws. After this they swim in circles tearing up the prey.

**(Paragraph 4)**

**Young crocodiles can breed from the age of 10.** They can lay between 20 and 90 hard eggs the size of goose eggs. They bury their eggs in the sand or mud for two to three months and the females guard them. When the eggs have hatched the females sometimes carry the babies in their mouths to the water.

Teacher Sheet 7.1

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# Session 8 Explanation (1)

| Objectives | Key terms | Materials |
|---|---|---|
| ■ **To understand what an explanation is.**<br>■ **To understand the difference between describing and explaining.**<br>■ **To identify some key words signalling explanation.** | **Explanation:** an explanation is written to explain how or why something happens.<br>**Description:** writing which makes the behaviour or appearance of someone or something clear.<br>**Connectives:** words that connect ideas because they link clauses or sentences. They can be words like *but, when, because* (conjunctions) or *however, then* which are connecting adverbs. | ■ Flipchart/whiteboard<br>■ Pupil Sheet 8.1 (cards cut up)<br>■ Pupil Sheet 8.2<br>■ Teacher Sheets 8.1 and 8.2<br>■ Possibly time to type up words in word bank |

## Remember — Time: 2 minutes

- Remind pupils of the previous sessions on informative/descriptive writing.
- Introduce the term explanation. Explain that it adds to a simple description by telling us how or why something happens or why somebody did something, not just what happens. For example, *'I walked down the road because I needed to buy a loaf of bread.'* Introduce and explain the term *connective*.

## Model — Time: 3 minutes

- Use cards created from Pupil Sheet 8.1 on OHT so that all pupils can see them.
- Explain that half of the cards are descriptions and the other half are explanations for what is described.
- Model the selection of two or three descriptions.
- Articulate the matching up process drawing attention to the word which signals explanation. For example, *'Crocodiles can live in tropical or sub-tropical areas of the world* ***because*** *their body temperature adapts to the temperature of the air around them.'*
- Tell pupils that *because* explains *why* they can live in different areas. Point out that it links cause with effect. Repeat with the other two examples selected.

## Try — Time: 5 minutes

- In pairs pupils match up the remaining cards.
- Pairs must underline the cue connectives which signal the onset of an explanation. See Teacher Sheet 8.1 for completed example.
- Take feedback and insist that pupils are clear on the description/explanation components.
- Draw particular attention to example 5 on Teacher Sheet 8.1 as it contains two connectives (*so that* and *Another reason for this is*) and example 9 where the connective *Some factors* enables a series of reasons to be offered.
- Point out any changes in punctuation which are needed.


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## Apply

Time: 7 minutes

- In pairs or individually pupils now complete Pupil Sheet 8.2 using each of the connectives at the bottom of the sheet.
- Allow 5 minutes for completion.
- Take feedback highlighting alternative connectives which might be used and those which are clearly inappropriate. A completed version of Teacher Sheet 8.2 is provided for reference.

## Secure

Time: 3 minutes

- Revise connectives which explain, and create word bank of additional explaining words.
- Explain that the next session will focus further on different connectives for other purposes.

## Notes

- Display for future reference.
- Word bank could be typed later and given to pupils to stick into books.

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| | |
|---|---|
| Their ancestors originally lived on land but they now live mainly in water. | because the climate became too hot and dry to live on land. |
| Crocodiles can live in tropical or sub-tropical areas of the world. | because their body temperature adapts to the temperature of the air around them. |
| Crocodiles are hunters and good survivors. | as they have few enemies. |
| As the crocodile floats under water, its nostrils and eyes and a portion of its back are the only visible parts. | which means that their prey does not see them until it is too late. |
| The eggs are buried in sand or mud. | so that they are kept warm. Another reason for this is to keep them safe from animals who could eat the eggs. |
| Some species carry their new-born in their mouths like birds. | due to their being related to birds millions of years ago. |
| Females remain near the buried eggs. | in order to protect the nest and care for the newly hatched young. |
| The eggs are left in the sand. | meanwhile the babies grow inside and get ready to hatch. |
| Crocodiles' bodies are built to kill. | Some factors which contribute to this are their strong tails, large strong jaws and many sharp teeth. |

Pupil Sheet 8.1

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## Bold shows connectives signalling explanation

| | |
|---|---|
| 1. Their ancestors originally lived on land but they now live mainly in water. | **because** the climate became too hot and dry to live on land. |
| 2. Crocodiles can live in tropical or sub-tropical areas of the world. | **because** their body temperature adapts to the temperature of the air around them. |
| 3. Crocodiles are hunters and good survivors. | **as** they have few enemies. |
| 4. As the crocodile floats under water, its nostrils and eyes and a portion of its back are the only visible parts. | **which means** that their prey does not see them until it is too late. |
| 5. The eggs are buried in sand or mud. | **so that** they are kept warm. **Another reason for this** is to keep them safe from animals who could eat the eggs. |
| 6. Some species carry their new-born in their mouths like birds. | **due to** their being related to birds millions of years ago. |
| 7. Females remain near the buried eggs. | **in order to** protect the nest and care for the newly hatched young. |
| 8. The eggs are left in the sand. | **meanwhile** the babies grow inside and get ready to hatch. |
| 9. Crocodiles' bodies are built to kill. | **Some factors which contribute to this are** their strong tails, large strong jaws and many sharp teeth. |

Teacher Sheet 8.1

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1. Paul did not want to go out tonight

2. Exercise is important

3. Plants need sunshine and water

4. The public must keep their dogs on leads

5. The valley farms were all flooded

6. The number of passengers using the train has fallen

7. Many wild birds are dying out

8. Jane's mother left her the key

9. The three friends had only two tickets

**Connectives word bank**

- as
- because
- in order to
- so that
- as a result of
- due to
- A reason for this
- therefore

You may use **one** of these twice.

Pupil Sheet 8.2

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1. Paul did not want to go out tonight **as/because (He was too tired.)**
2. Exercise is important **as/because (it keeps you fit.)**
3. Plants need sunshine and water **in order to (grow.)**
4. The public must keep their dogs on leads **so that (they don't foul the footpath.)**
5. The valley farms were all flooded **as a result of/due to (Heavy storms.)**
6. The number of passengers using the train has fallen **as a result of/due to (higher fares.)**
7. Many wild birds are dying out. **A reason for this (is pollution.)**
8. Jane's mother left her the key **so that (she could get in.)**
9. The three friends had only two tickets – **therefore (one of them could not go.)**

**Connectives word bank**

- as
- because
- in order to
- so that
- as a result of
- due to
- A reason for this
- therefore

You may use one of these twice.

Teacher Sheet 8.2

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## Session 9 Explanation (2)

| Objectives | Key terms | Materials |
|---|---|---|
| ■ To know and understand how to classify causal factors.<br>■ To select appropriate headings/labels.<br>■ To prepare to organise causes into paragraphs. | Cause: the reason something happens or happened.<br>Factor: something that influences what happens.<br>Explanation: an explanation is written to explain how or why something happens. | ■ OHP/flipchart/whiteboard<br>■ Pupil Sheet 9.1 cut up into cards (one set per pair)<br>■ Enlarged A4 versions of above<br>■ Headings cards<br>■ Blu-tack<br>■ Pupil Sheet 9.2<br>■ Teacher Sheet 9.1 |

### Remember — Time: 1 minute

- Remind pupils of the sorting activity on crocodiles when they placed information relating to similar topics together to describe them.
- Tell them that with explanations we also need to sort information into similar types in order to create paragraphs.

### Model — Time: 7 minutes

- Explain that the pupils will be looking at a number of reasons/causes which help to explain why the Great Fire of London got out of control and destroyed a large part of the city.
- Using A4 versions of the pupil cards, allocate a card to each group of pupils. Retain the first two model cards including the card which is the start card. (See Teacher Sheet 9.1.)
- Each group reads their card aloud clearly to the class.
- Teacher displays start card and explains that this is the start card as it introduces the Great Fire. Establish why the geographical position of Pudding Lane was important. (It was in the centre of London.)
- Read the two model cards aloud and explain that these are two causes of the fire but are not related by topic.
- Write on whiteboard/flipchart your suggested categories for these two cards explaining that having low water supplies is due to the weather and the town officials attending a meeting can be categorised as people's actions.

### Try — Time: 3 minutes

- Ask pupils to reread cards and any group holding a card relating to *Weather* or *People's actions* must stand in the appropriate allocated corner in a line.
- Check as a class that there is a consensus on the cards in the two groups. Pupils may challenge, providing a reason.

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## Apply

Time: 6 minutes

- Collect in *Weather* factors and display them (Blu-tack) on one side of the board. Put *People's actions* on the other and unallocated cards in the middle.
- Working in pairs using the pupil version of the cards (Pupil Sheet 9.1), pupils must replicate the two categories displayed/agreed as a class and divide the remaining cards into two groups, deciding on a heading for each of these groups. Pupil Sheet 9.2 may be used to help pupils classify the cards in columns.

## Secure

Time: 3 minutes

- Quickly check/discuss headings and groupings and reveal two headings *Fire fighting* and *Houses/buildings*.
- Display on wall, inviting pupils to move the cards to the appropriate category.
- Teacher must retain large cards on the wall if possible. If not, they must be written on sheets of sugar paper as they will be required in the next session.

## Notes

- This activity is based on one which was created by Christine Counsell, of the Cambridge University Department of Education.

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# Why did the Great Fire of London get out of control and destroy so much of London?

| | |
|---|---|
| Someone started a fire in a house in Pudding Lane which was in the centre of London. | Water supplies were very low that year. |
| The town officials were busy with an important meeting. | Houses were built very closely together. |
| Fire fighting equipment was very limited and could not cope with big fires. | There was no official fire service. |
| At that time, because all heating, lighting and cooking in houses was provided by fire, there were often small fires burning. | The weather was hot and dry. There had been little rain. |
| Nobody believed the fire would spread very far. | Town officials took no action until the fire was quite large. |
| Houses were overcrowded and not well built. | Most houses did not have water inside them. |
| There was a strong wind blowing that day. | Most buildings were made of wood. |
| They did not have long hoses. | |

Pupil Sheet 9.1

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# Why did the Great Fire of London get out of control and destroy so much of London?

**P = People's actions** **H = Houses/buildings**
**W = Weather** **F = Firefighting**

| | |
|---|---|
| **Start Card**<br>Someone started a fire in a house in Pudding Lane which was in the centre of London. | **Model Card**<br>Water supplies were very low that year.<br>**W** |
| **Model Card**<br>Town officials took no action until the fire was quite large.<br>**P** | Houses were built very closely together.<br>**H** |
| Fire fighting equipment was very limited and could not cope with big fires.<br>**F** | There was no official fire service.<br>**F** |
| At that time, because all heating, lighting and cooking in houses was provided by fire, there were often small fires burning.<br>**P** | The weather was hot and dry. There had been little rain.<br>**W** |
| Nobody believed the fire would spread very far.<br>**P** | Most buildings were made of wood.<br>**H** |
| Houses were overcrowded and not well built.<br>**H** | Most houses did not have water inside them.<br>**H** |
| There was a strong wind blowing that day.<br>**W** | The town officials were busy with an important meeting.<br>**P** |
| They did not have long hoses.<br>**F** | |

Teacher Sheet 9.1

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| The weather (W) | People's Actions (P) | Firefighting (F) | Houses/Buildings (H) |
|---|---|---|---|
| | | | |





Pupil Sheet 9.2

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## Session 10 — Connectives and causation

| Objectives | Key terms | Materials |
|---|---|---|
| ■ To understand how to develop writing to explain an effect.<br>■ To use appropriate connectives to indicate cause/effect.<br>■ To revise the use of a topic sentence to introduce a paragraph. | Factor: something that influences what happens.<br>Cause: the reason something happens or happened.<br>Connectives: words that connect ideas because they link clauses or sentences. They can be words like *but, when, because* (conjunctions) or *however, then* which are connecting adverbs.<br>Explanation: an explanation is written to explain how or why something happens.<br>Topic sentence: a sentence, often near the start of a paragraph, which identifies the main focus of that paragraph. | ■ OHP/flipchart/whiteboard<br>■ Large cards or sugar paper versions from last session<br>■ Teacher Sheets 10.1, 10.2 and 10.3<br>■ Pupil Sheets 10.2 and 10.3<br>■ Teacher Sheets 10.4a, 10.4b, 10.4c and 10.4d, cut up |

### Remember — Time: 2 minutes

■ Refer to the four categories of factors displayed on the wall/sugar paper and read through to remind pupils of the work completed last session.

### Model — Time: 4 minutes

■ Refer to the start card and remind the pupils that this introduces the topic.
■ Explain the effect that each factor had on the Great Fire of London.
■ Draw attention to the *Weather* factors.
■ Writing on the whiteboard/OHP, and using *Weather* as an example, model how each factor can be developed into an explanation. See Teacher Sheet 10.1 for a model of this. Articulate as you write, explaining that the key words can help you develop each sentence and drawing attention to connectives. Begin word bank display for future reference.

### Try — Time: 6 minutes

■ In pairs, pupils now complete the exercise of matching the factors and explanations for the *Houses* and *People's Actions* using Pupil Sheets 10.2 and 10.3. Explain that sometimes the explanation card could come before the original card, not after. This can be seen where there are lower case letters.
■ Allow 5 minutes and take feedback, focusing on the connectives signalling causation. Quickly agree a logical running order for the sentences.
Note: There are lots of possibilities but Teacher Sheets 10.2 and 10.3 indicate a logical model order.


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**Apply** — **Time: 6 minutes**

- Pupils now work individually to write their own explanations for the remaining three factors in the *Firefighting* category.
- These factors (cards made from Teacher Sheets 10.4a–d) should be on display.

**Secure** — **Time: 2 minutes**

- Allow 2 minutes to take feedback as a class, exploring and highlighting alternative connectives and explanations. Record viable examples on the word bank display.

**Notes**

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# Notes on 'Weather' column

The weather was hot and dry. There had been little rain. **This meant** that all the buildings and ground were dry and could burn easily.

Water supplies were very low that year **because** there had been so little rain **and therefore** there were not enough water supplies to fight the fire.

There was a strong wind blowing that day which blew the flames and **resulted in** the fire spreading quickly.

Teacher Sheet 10.1

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# Houses

| | |
|---|---|
| Most buildings were made of wood | and for this reason they burned very easily. |
| Houses were built very closely together | and so the flames could spread easily from one to another. |
| houses were overcrowded and not well built. | Another factor which made the houses burn easily was that |
| most houses did not have water inside them. | The fire could not be put out by the householders because |

Pupil Sheet 10.2

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# Houses

| | |
|---|---|
| Most buildings were made of wood | **and for this reason** they burned very easily. |
| Houses were built very closely together | **and so** the flames could spread easily from one to another. |
| houses were overcrowded and not well built. | **Another factor** which made the houses burn easily was that |
| most houses did not have water inside them. | The fire could not be put out by the householders **because** |

Teacher Sheet 10.2



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# People's Actions

| | |
|---|---|
| At that time, because all heating, lighting and cooking in houses was provided by fire, there were often small fires burning. | This meant that people were used to seeing small fires. |
| Nobody believed the fire would spread very far | and therefore they did not take much notice of it until it was very large. |
| The town officials were busy with an important meeting | meanwhile the fire was spreading quickly. |
| Town officials took no action until the fire was quite large | and consequently when they did try it was too late. |

Pupil Sheet 10.3



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## People's Actions

| | |
|---|---|
| At that time, because all heating, lighting and cooking in houses was provided by fire, there were often small fires burning. | **This meant that** people were used to seeing small fires. |
| Nobody believed the fire would spread very far | **and therefore** they did not take much notice of it until it was very large. |
| The town officials were busy with an important meeting | **meanwhile** the fire was spreading quickly. |
| Town officials took no action until the fire was quite large | **and consequently** when they did try it was too late. |

Teacher Sheet 10.3

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# Weather

The weather was hot and dry.
There had been little rain.

Water supplies were very low
that year.

There was a strong wind
blowing that day.



Teacher Sheet 10.4a

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# People's Actions

Someone started a fire in Pudding Lane which was in the centre of London.

Town officials took no action until the fire was quite large.

The town officials were busy with an important meeting.

Nobody believed the fire would spread very far.





Teacher Sheet 10.4b

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# Firefighting

They did not have long hoses.

Fire fighting equipment was very limited and could not cope with big fires.

There was no official fire service.





Teacher Sheet 10.4c

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# Houses/Buildings

Houses were built very close together.

Houses were overcrowded and not well built.







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Most buildings were made of wood.

Most houses did not have water inside them.







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## Session 11 Pronouns

| Objectives | Key terms | Materials |
|---|---|---|
| ■ To understand the function of pronouns.<br>■ To amend text to improve clarity and style.<br>■ To understand that overuse of pronouns can cause ambiguity. | Noun: a word that names (denotes) a place, person or thing.<br>Proper noun: the name of a person, place or organisation.<br>Pronoun: a word that replaces a noun or noun phrase and helps to reduce repetition.<br>Ambiguous: capable of being interpreted in different ways. | ■ OHP/flipchart/whiteboard<br>■ Pupil Sheets 11.1, 11.2 and 11.3 (one per pupil)<br>■ Teacher Sheet 11.1<br>■ OHT or enlarged version of Pupil Sheet 11.1 and Teacher Sheet 11.2<br>■ Coloured highlighter pens for marking text |

### Remember — Time: 2 minutes

- Remind pupils of the NLS definition of a pronoun (a word used instead of a preceding noun or noun phrase to improve writing by reducing repetition). The teacher should write an example on the whiteboard/flipchart and underline pronouns. For example, *'Jake went skiing for the first time last year. **He** liked **it** very much.'*.
- Ensure that pupils understand *He = Jake* and *it = skiing*.

### Model — Time: 5 minutes

- Put up OHT of Pupil Sheet 11.1 and read it aloud. Point out that this piece of writing is boring, repetitive and longer than it needs to be. Ask the pupils to identify which nouns are repeated. Elicit: *John/John's/canteen/pizza/chips*.
- Underline the repeated nouns/proper nouns and provide pronouns to replace them where appropriate in the first paragraph. It is essential to explain that the first time a noun is used it must be said in full. Pronouns can only replace a noun once we know what we are talking about. Make this clear by circling each noun the first time it is used. (Teacher Sheet 11.1 shows completed example.)
- Explain that using too many pronouns can be repetitive and confusing for the reader. If a word or sentence is not clear because it can appear to mean two things, it is ambiguous.
- Model this to the pupils using OHT of Teacher Sheet 11.2 or by writing on the whiteboard the following examples, explaining the ambiguities in examples 1 and 2. Write in the nouns needed to make the sentences clear. (Use example 4 only if time permits.)
  1. *Paul and John came into the room. 'I know I left my bag here,' he said. 'Oh no you didn't,' he replied. He started looking about.*
  2. *Paul spoke to him quietly because he was very upset.*
  3. *The teacher shouted at the boy before he turned away.*
  4. *Mrs James was walking down the road when her friend joined her. Suddenly, she tripped and fell, cutting her leg. It was bleeding badly. She was quite frightened. She grabbed her mobile phone and called for help.*


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## Try

Time: 5 minutes

- Pupils in pairs now make the necessary amendments to Pupil Sheet 11.2 to clarify the meanings. Explain that in all of the examples there is more than one possible answer. Pupils should attempt to identify these possibilities.
- Take feedback discussing amendments and possibilities.

## Apply

Time: 5 minutes

- Pupils read Pupil Sheet 11.3 in pairs aloud – a sentence each.
- Individually pupils should amend Pupil Sheet 11.3 to avoid the many ambiguities contained in the text.
- Explain that this text continues the narrative from last section, of John and the accident in the canteen. Tell pupils they will need to replace some of the pronouns here with proper nouns as there are now so many pronouns that it is not clear what is happening.

## Secure

Time: 3 minutes

- Allow several pupils to read their corrected version. Discuss any errors and reinforce the appropriate use of the nouns to replace the ambiguous pronouns.

## Notes

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John went to the canteen. The canteen was crowded and the canteen was noisy. John ordered a pizza. Pizza was his favourite food. John decided on some chips to go with the pizza.

John paid for the chips and the pizza and John took the chips and the pizza to John's seat. Unfortunately, John tripped over John's shoelaces and emptied the tray onto John's headteacher's lap.

Pupil Sheet/OHT 11.1

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It
John went to the canteen. The canteen was crowded and
it He It
the canteen was noisy. John ordered a pizza. Pizza was
He
his favourite food. John decided on some chips to go
it
with the pizza.

John paid for the chips and the pizza and John took the chips and the pizza to John's seat. Unfortunately, John tripped over John's shoelaces and emptied the tray onto John's headteacher's lap.

Teacher Sheet 11.1

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1. Paul and John came into the room.
"I know I left my bag here," he said.
"Oh no you didn't," he replied.
He started looking about.

2. Paul spoke to him quietly because he was very upset.

3. The teacher shouted at the boy before he turned away.

4. Mrs James was walking down the road when her friend joined her. Suddenly, she tripped and fell, cutting her leg. It was bleeding badly. She was quite frightened. She grabbed her mobile phone and called for help.

Teacher Sheet/OHT 11.2

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1) Paul spoke to him quietly because he was very upset.

2) The teacher shouted at the boy before he turned away.

3) Mrs James was walking down the road when her friend joined her. Suddenly, she tripped and fell, cutting her leg. It was bleeding badly. She was quite frightened. She grabbed her mobile phone and called for help.

Pupil Sheet 11.2

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John paid for the chips and the pizza and he took them to his seat. Unfortunately, he tripped over his shoelaces and emptied the tray onto his headteacher's lap.

Then, glaring, he turned to face him. He was standing still, looking stunned. Everyone was staring at him.

'You boy! How did you manage to do something so stupid? Get a cloth and clear this mess up,' he bellowed.

'I'm really sorry,' he mumbled.

Pupil Sheet 11.3

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## Session 12 — Bullet points: planning persuasive writing

### Objectives

- To understand how to use bullet points to plan points for presenting a single point of view persuasively.
- To create full sentences from bullet point notes.
- To use connectives to link points into a coherent point of view.

### Key terms

Argue: put forward a case.
Viewpoint: a particular point of view on an issue.
Persuasion: to present something in order to win others over to your viewpoint or to get people to act in a certain way.

### Materials

- OHP/flipchart/whiteboard
- Teacher Sheet 12.1
- OHT of Pupil Sheet 12.2
- Pupil Sheet 12.3 (one per pupil)

### Remember — Time: 1 minute

- Remind pupils of the work done on explanation in sessions 8 and 9 and explain that in this session we will focus on how to present a point of view persuasively. It will enable them to get what they want by persuading their readers of the strength of their case.

### Model — Time: 6 minutes

- Demonstrate to the class how you can begin to organise your thoughts on an issue: in this case on *Why school holidays should not be reduced*.
- On whiteboard/OHP write the opening statement. *'I have a number of reasons for thinking that school holidays should not be reduced.'*
- Articulate three reasons for retaining school holidays. For example:
  - provides an essential opportunity to relax
  - provides a good opportunity to have fun with friends
  - allows time for extra sport which is healthy.
- Now model how you can use these bullet points to develop a paragraph to express your viewpoint persuasively.
- Teacher Sheet 12.1 provides support.
- Ensure that the importance of connectives is highlighted and discussed along with any alternatives pupils may suggest. Note also the use of examples to support the points being made.

### Try — Time: 5 minutes

- Pupils, in pairs, think of two more reasons/bullets for retaining school holidays and then write them in sentences to complete the modelled paragraph.
- Allow two or three pairs to read their sentences aloud and discuss the use of the connectives, noting new ones on flipchart/OHP, as well as validity of reasons and use of examples to support.

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## Apply

Time: 5 minutes

- Put up OHT of Pupil Sheet 12.2 and explain that pupils must select one viewpoint/topic to argue.
- They must firstly brainstorm a bulleted list of at least three reasons and then use these to write a paragraph to argue their point of view. Use Pupil Sheet 12.3.

## Secure

Time: 3 minutes

- Take quick feedback, listening if possible to one example of each topic.

## Notes

- Pupils should receive individual feedback on their paragraphs.



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I have a number of reasons for believing that it is important that school holidays should not be reduced. **The most important reason** is that children work very hard in school and the holidays provide a good opportunity to relax and unwind. **Another reason** is that during term time children have so much work to do that they do not have much time to spend having fun and socialising with their friends. **In addition**, school holidays allow extra time for children to participate in sports such as football, swimming and roller hockey which are all healthy pursuits.

Teacher Sheet 12.1

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- I think _____ is the best footballer for several reasons...

- The best place I have ever been is _____ for the following reasons ...

- _____ is the most exciting sport in the world for many reasons.

- If I could be anybody in the world, I would be _____ for the following reasons...

Pupil Sheet/OHT 12.2

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- Begin by copying down your opening statement

_____

_____

_____

- Bullet points
- 
- 
- 
- 
- 

Now use these bullets to continue your paragraph. Use some of the connectives below to introduce your points.

Connectives word bank

The main reason / most importantly / my first point is that / another reason / also / in addition / secondly / furthermore / moreover / besides / lastly / finally / therefore

Pupil Sheet 12.3

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## Session 13 Comparison/contrast (1)

| Objectives | Key terms | Materials |
|---|---|---|
| ■ To understand the concept of comparison/ contrast.<br>■ To select information provided in a range of formats/styles.<br>■ To summarise contrasting information on a grid in bullet point form. | Comparison: to consider one thing in relation to another, commenting on similarity and difference.<br>Contrast: to identify differences between two things, views or situations.<br>Bullet point: ■ or •.<br>Quotation: repetition of the exact words taken from a text or used on a previous occasion, enclosed in inverted commas. | ■ OHP/flipchart/whiteboard<br>■ Pupil Sheets 13.1 and 13.2<br>■ OHT/Pupil Sheet 13.3 (comparison grid) |

### Remember — Time: 1 minute

- Remind pupils of the work completed last session on a single viewpoint.
- Explain that in this session we will examine contrasting accounts of schools – 100 years ago and today.

### Model — Time: 6 minutes

- Read the two texts aloud to the class (Pupil Sheets 13.1 and 13.2).
- Briefly discuss the use and importance of the tables which provide information on schools today and the additional information provided by the quotations on 100 years ago. Mention that it is probably not necessary to read all the detail of the tables.
- Now explain that you will show how we can compare the two different periods of education.
- Put up OHT or enlarged version of Pupil Sheet 13.3 on flipchart and model how you select information from schools 100 years ago on 'Lessons' (Pupil Sheet 13.1). Explain briefly the idea of quotations and the use of inverted commas.
- Now contrast this by examining the information about schools today. Use the table and also permit pupils to add to this from their own experience (Pupil Sheet 13.2).

### Try — Time: 6 minutes

- Pupils must now in pairs complete the Pupil Sheet/OHT 13.3 comparison grid for 'Behaviour' and 'Clothing' comparing the information provided on 'Schools 100 years ago' and 'Schools today'.
- Remind them to use the quotations and the tables for information which shows how the schools contrast.
- Allow several pairs to report back on particular aspects of the grid, and note these on OHT/flipchart version.


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**Apply** — Time: 4 minutes

- Pupils must now complete the final two sections of the grid on 'Food' individually.

**Secure** — Time: 3 minutes

- Take quick feedback listening to several pupils and produce a collaborative note on the whiteboard or OHP.
- Explain that next session they will use these grids to write several paragraphs which compare the schools.

**Notes**

- Collect pupils' grids. All pupils should receive feedback on content and use of bullet format/note-taking.

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# Schools One Hundred Years Ago

The following extracts describe life in schools one hundred years ago.

## Lessons

Schools had basic lessons for all pupils and then separate lessons for boys and girls. These were the "Three R's" – reading, writing and arithmetic. The whole class would chant the lesson together led by the teacher. History and geography lessons were also chanted. Children had a textbook with set answers to be memorised, like this:

Q Who was Henry VIII?
A Son of Henry VII.

Q What was his character?
A As a young man he was bluff, generous, right royal and handsome.

Q How was he when he grew older?
A He was bloated, vain and cruel.

Besides these, all pupils also did Bible studies. Again stories were learned by heart.

Girls also had needlework, cookery and lessons in housekeeping. Boys had lessons on science, carpentry, gardening, mechanics and handicrafts, algebra and geometry. All lessons had to be taken in silence.

## Behaviour

Most old people remember their school days as being strict. There was no question of cheeking the teachers since just answering back led to punishment. Even the youngest children sat in rows – no movement or play was allowed – and what the teacher said was law.

Teachers had a cane, and the headmaster kept a punishment book of all offences. Getting your name in the book meant getting a bad reference when you left school. There were no exams so the reference was the most important thing. The cane was used often. One boy Joseph remembered, "It was so easy to get a beating for one thing. Some boys couldn't get through a week without a real thrashing."

Another punishment was to kneel on the hard floorboards with a straight back and your hands placed on the back of your neck, for about 20 minutes. If you leaned over the teacher slapped you across the head.



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Pupils also had to do military drill in the playground, marching to shouted commands. This was to help teach obedience.

There were beatings for being late but no punishment for truancy. This was because so many pupils truanted, often because their parents needed them to help with work. In East London girls missed an average three half days a week and boys one day a week. Girls often went absent on Mondays which was washing day and Friday which was cleaning day. Some days, schools had to close because most pupils were absent.

## Clothing

There were no school uniforms. Pupils were told to look tidy and clean, but many pupils had no shoes or socks, even in the winter, no coats and hardly a change of clothing. Many people did not bath more than once every week or two. Some schools lent pupils boots and coats.

## Food

Schools provided basic food as many of their pupils were hungry. Schools had three grades of dinner:

**Penny Dinner (1/2p in modern money)**
Boiled pork, meat pudding, vegetables.

**Farthing Dinner (1/8p in modern money)**
Soup, bread and jam.

**Free Dinner**
Cup of cocoa or soup of boiled meat bones.

A visitor to an East London school commented on the soup: "The stomach revolts against it. It is a miracle how the teachers can stand the smell."

Pupil Sheet 13.1 2 of 2

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*The following is from a modern school information booklet:*

## Lower School Timetable

**Year 7**

| Subject | Number of periods |
|---|---|
| English | 4 |
| Maths | 4 |
| Science | 4 |
| RE | 2 |
| PE | 2 |
| PSHE | 1 |
| Geography | 2 |
| History | 2 |
| Art | 2 |
| TY | 2 |
| ML | 2 |
| IT | 2 |
| Music | 1 |
| **Total** | **30** |

All students, Years 7–11, are expected to wear full school uniform.

Parents to provide uniform for the student's entire school career.

## Essential Uniform

| Boys | Girls |
|---|---|
| Blazer (black) with badge | Blazer (black) with badge |
| Shirt (white, short-sleeved) | Blouse (white, short-sleeved) |
| Trousers (mid-grey) | Skirt (mid-grey) |
| Sweater (mid-grey) with badge | Sweater (mid-grey) with badge |
| Tie | Tie |
| Socks (mid-grey or black) | Socks (white)<br>Tights (neutral colour) |
| Shoes (black) | Shoes (black – max 1" heel) |
| Top coat (anorak-type) | Top coat (anorak-type) |

**Pupil Sheet 13.2** 1 of 2

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Please note:

(i) Stiletto heels are strictly forbidden.

(ii) Top coats with prominent advertising on the back are not to be purchased by parents.

(iii) **Trainers must not be worn to and from school or in the school building.**

(iv) **Jewellery** – Single watch, small ear studs for females only, no chains, bracelets or finger rings.

## Information on Pupil Absence

* authorised – has good reason given by parent (eg hospital, dentist, etc.)

** unauthorised – truancy

| | No. of Pupils | Attendance % | * Authorised Absence % | ** Unauthorised Absence % |
|---|---|---|---|---|
| *All Saints Comprehensive* | | | | |
| 1998/99 | 950 | 91.5 | 0.3 | 8.2 |
| 1997/98 | 921 | 91.1 | 0.6 | 8.3 |

## Dinner Menu

| Monday | Tuesday |
|---|---|
| Lasagne | Vegetable Bake |
| French Fries | Boiled New Potatoes |
| Salad | Rice Salad |
| Cake Selection | Jam Roly-Poly and Custard |
| Fresh Fruit | Fresh Fruit |
| Yoghurt | Yoghurt |
| Fruit Juice or Selection of Canned Drinks | Fruit Juice or Selection of Canned Drinks |

Pupil Sheet 13.2 2 of 2

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| | Schools One Hundred Years Ago | Schools Today |
|---|---|---|
| Lessons | ■<br>■<br>■<br>■ | ■<br>■<br>■<br>■ |
| Behaviour, Punishment and Truancy | ■<br>■<br>■<br>■ | ■<br>■<br>■<br>■ |
| Clothing | ■<br>■<br>■<br>■ | ■<br>■<br>■<br>■ |
| Food | ■<br>■<br>■<br>■ | ■<br>■<br>■<br>■ |

Pupil Sheet/OHT 13.3

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## Session 14 Comparison/contrast (2)

| Objectives | Key terms | Materials |
|---|---|---|
| ■ To use a plan to structure a short piece of comparative writing. | Comparison: to consider one thing in relation to another, commenting on similarity and difference.<br>Contrast: to identify differences between two things, views or situations.<br>Connectives: words that connect ideas because they link clauses or sentences. They can be words like *but, when, because* (conjunctions) or *however, then* which are connecting adverbs.<br>Comparative writing: writing in which two texts, things, ideas or situations are compared. | ■ OHP/flipchart/whiteboard<br>■ Copies of Pupil Sheet 13.3 completed in previous session (and checked)<br>■ OHT of Teacher Sheet 14.1<br>■ Teacher Sheet 14.2<br>■ Pupil Sheet 14.3 (one per pupil) |

### Remember — Time: 2 minutes

- Remind pupils of the contrasting accounts of school life at the two different periods of history that they summarised in the last session.
- Remind pupils that when writing explanation we use connectives such as *because, therefore, so, for this reason,* etc. (Refer to word bank if possible.) Comparative writing also has a set of phrases/words which help us to compare things in writing.

### Model — Time: 7 minutes

- Put up OHT of Teacher Sheet 14.1 containing the short comparative piece on children's games, past and present.
- Read aloud and draw pupils' attention to the connectives *however, by comparison, whereas* and *this contrasts strongly with*. Note words on flipchart to begin word bank.
- Explain that this information can be used to prepare a piece of writing which compares the two periods of education. We call this comparative writing.
- Put up OHT of Pupil Sheet 13.3. Model how the bullet point notes on lessons can be used to write a paragraph comparing the lessons in schools today with those of 100 years ago.
- Teacher Sheet 14.2 is provided as a model. Underline and discuss the use of connectives to compare and contrast the two periods of education.
- Add these connectives to the word bank on the flipchart.

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**Try** — Time: 4 minutes

- Use Pupil Sheet 14.3 and explain that this is a comparative passage on schooling, but that it has no connectives and it is not in coherent paragraphs.
- Pairs must decide on which connective(s) to use to complete it.
- Take feedback.

**Apply** — Time: 4 minutes

- In pairs, pupils now write a paragraph collaboratively to compare the clothing in schools from the two different times.
- They should use at least two of the connectives to show the contrast.

**Secure** — Time: 3 minutes

- Allow one or two pairs to read their paragraphs, asking them to emphasise the connectives they used. Comment on specifically suitable or unsuitable choices.
- Add any additional ones to the word bank.
- Tell pupils that in the next few sessions they will be using some of these ideas for comparing and contrasting to discuss different opinions.

**Notes**

- Word bank could be typed up later to be stuck in pupils' books.

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# Children's Play

At the beginning of the century children's "play hours" were very different from today. Victorian children mainly played outdoors in fields or in the street. Today, **however**, children spend many hours playing indoors.

Children's outdoor games in Victorian times included hopscotch, where children drew numbers on the pavement using chalk or soft stone and threw stones to see where they had to hop, or races with hoops and sticks. They climbed trees and buildings. **By comparison** the children of today have well-equipped play parks with specially designed, safe equipment, expensive bikes and roller blades.

Children did play outdoor sports which were **similar** to today's games, such as football, but these games used to be rough and disorganised with few rules. Balls made of rags were used, **whereas** today many children have proper sports centres where they can play a range of well-organised team games.

When children were allowed to play indoors they had very few toys: perhaps a doll or a model soldier, or a set of dominoes. **This contrasts strongly with** life today where many children have their own rooms, complete with televisions, music centres, playstations and computers, as well as numerous smaller toys.

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## *Example paragraph* (There are *many* possibilities)

One hundred years ago schools had lessons in reading, writing and arithmetic, history, geography and Bible studies for all pupils.

This is **similar to today** although we call the subjects different names. **However, what is very different** is that we do not usually have separate lessons for boys and girls. All pupils now do the same lessons.

Lessons are taught today through talking and discussion and also by doing practical work, **whereas** in the olden days all lessons were memorised by chanting. **However**, we do still memorise some things, such as the alphabet or tables.

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Behaviour in Victorian schools was very different from that of today. Victorian teachers were extremely strict and pupils sat still in silent rows and never dared to answer teachers back.

School children today have far more freedom and are able to discuss and debate issues with teachers and their peers and are allowed to sit in a variety of formats to participate in active lessons.

If Victorian children broke the strict rules, they were severely punished, often being caned or slippered.

It is now illegal for schools to punish children physically, and therefore today's naughty pupils might be given a detention at break or lunchtime or have to write lines.

Truancy in Victorian times was very common, with children regularly missing days from school to help with housework or harvesting.

Today close attention is paid to attendance and school attendance officers check up on pupils who miss school and who do not bring in a note from their parents.

The attendance figures for schools in the 21st century are very much higher than the figures for the 19th century.

Pupil Sheet 14.3

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# Session 15 Discursive writing

**Objectives**

- To understand that there are two sides to an issue.
- To develop key points which can be used in an argument.
- To present ideas in full sentences.

**Key terms**

Discussion/discursive writing: writing which presents all sides of an issue, often built on a for/against model. This type of writing is sometimes known as 'argument'.

**Materials**

- OHP/flipchart/whiteboard
- OHT of Pupil Sheet 15.1
- Pupil Sheet 15.2 (one per pupil)
- Enlarged version of Pupil Sheet 15.2

## Remember

Time: 2 minutes

- Put up OHT of Pupil Sheet 15.1 and remind pupils that this is a text that we used in the previous session to explain our views on why school holidays should not be reduced.
- This is a single viewpoint.

## Model

Time: 5 minutes

- Explain that it is often necessary, for example, when you are trying to make a decision, to explain two sides of an argument so that all the factors for and against something can be thought about before making a final decision. This sort of writing is called discussion or discursive writing (for and against).
- Give out Pupil Sheets 15.2 and draw attention to the two columns. Tell pupils that when they have to write a discussion or for/against piece this is a good way to collect their ideas.
- Refer now to Pupil Sheet/OHT 15.1 again. Explain that three separate reasons for keeping long school holidays are given here and ask them to tell you what the arguments are. As each one is spoken, summarise on OHT or enlarged version of Pupil Sheet 15.2 in left-hand column. For example:
  - children need to relax properly
  - children need time to socialise with friends
  - time for sport.
- Next, ask pupils if they can think of any other reasons why it is important to keep the long school holidays. Provide suggestions if no ideas are forthcoming.
- Now tell pupils that not everyone agrees with this viewpoint. Some people think school holidays are too long and that we now need to put ourselves in their shoes to try to think of reasons they might give to support the opposite viewpoint.
- Begin with an idea and summarise on the enlarged chart. For example:
  *'Pupils forget what they have learned at school.'*

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**Try** — Time: 3 minutes

- Tell pairs to think of two other reasons that people might give for wanting to reduce school holidays and to note them down as bullet points on Pupil Sheet 15.2.
- Take class feedback and summarise any sensible suggestions. If necessary add one or two others yourself to make sides approximately equal.

**Apply** — Time: 6 minutes

- Tell pupils that they should now individually write up at least three bullet points into full sentences (using Pupil Sheet/OHT 15.1 as a model for this).

**Secure** — Time: 4 minutes

- Take feedback allowing pupils to read out their sentences, and comment on positive achievement. Use pupil responses to select answers to form a whole-class equivalent to Pupil Sheet/OHT 15.1 on flipchart or whiteboard.

**Notes**

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There are a number of reasons why school holidays should not be reduced.

**The most important reason** is that children work very hard in school and the holidays provide a good opportunity to relax and unwind. **Another reason** is that during term time children have so much work to do that they do not have much time to spend having fun and socialising with their friends.

**In addition**, school holidays allow extra time for children to participate in sports such as football, swimming and roller hockey which are all healthy pursuits.

Pupil Sheet/OHT 15.1



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| Arguments *for* keeping long school holidays | Arguments *against* keeping long school holidays |
| --- | --- |
| | |

Pupil Sheet 15.2

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# Session 16 Structuring argument

| Objectives | Key terms | Materials |
|---|---|---|
| ■ To identify and match counter arguments.<br>■ To structure a discursive piece of writing.<br>■ To use appropriate connectives. | Argument: a particular line of thought related to evidence and produced in a reasoned way. (A counter-argument puts the opposite case.)<br>Connectives: words that connect ideas because they link clauses or sentences. They can be words like *but, when, because* (conjunctions) or *however, then* which are connecting adverbs. | ■ Flipchart/whiteboard<br>■ Pupil Sheets 16.1 and 16.2 cut up into cards (one set per pair) |

## Remember

Time: 1 minute

- Refer pupils to the work in the previous session which finished with a set of sentences giving reasons for and against long school holidays.

## Model

Time: 5 minutes

- Explain that when they write a discussion, writers do not necessarily write the arguments for as one paragraph and against as another. Instead they match arguments which are for and against on a similar point.
- Model an example of this on whiteboard or flipchart. For example:
  *For* Teachers need long holidays so that they can relax and go away and prepare for work. *Against* Teachers could be paid more to run extra interesting sessions and they would have more money for better holidays.
- Explain/draw attention to the fact that these two arguments are connected (ie counter-arguments). Explain which is which.

## Try

Time: 7 minutes

- Use cards from Pupil Sheet 16.1. Tell pupils that they have four sets of *for* and *against* arguments which go together.
- In pairs tell pupils to read them aloud and put them into two columns, the first column *for* and the second column *against*.
- Next ask pupils to arrange the cards in the second column so that they are opposite their counter-arguments in the first column. Check that this has been successfully done.

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## Apply

Time: 4 minutes

- Use cards from Pupil Sheet 16.2. Establish with pupils that these are connectives which we can use to link the argument and the counter-argument (in the same way as we used connectives in the comparison session).
- Tell pupils they should now use these cards in pairs to place them between two counter-arguments in a way that would make sense. (Note there are two spares so pupils will need to make a choice.)

## Secure

Time: 3 minutes

- Take feedback on flipchart or whiteboard and write a definitive version linking two arguments with a sensible connective. This makes four paragraphs. Retain this for next session.
- Tell pupils that next session they will be looking at how these paragraphs can be organised into a whole piece of writing.

## Notes

- It saves time to distribute pupil materials in advance.

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| | |
|---|---|
| Long school holidays allow children to relax and unwind properly. | Children relax for so long that they forget everything they have learned. |
| School holidays mean that children can relax, socialise and have fun with their friends. | When children hang around together in gangs they simply cause damage and create trouble. |
| Children can get fit and healthy by participating in sports and physical activities. | Children have so much spare time they get bored and lounge around watching television or playing computer games, which is unhealthy. |
| Children can spend quality time with their families during long school holidays. | Parents who work only get two weeks holiday and they worry about how their children can be looked after for the rest of the time. |

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Pupil Sheet 16.1



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| | |
|---|---|
| However | On the other hand |
| but | The opposite view is that |
| Alternatively, | Despite this |

Pupil Sheet 16.2 107

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# Session 17 Introductions and conclusions in discursive writing

| Objectives | Key terms | Materials |
|---|---|---|
| ■ To understand the structure of discursive writing.<br>■ To write an introduction to discursive writing.<br>■ To write a conclusion to discursive writing. | Introduction: the opening of a piece of discursive writing which frames the writing/argument that follows.<br>Conclusion: the final section of a piece of discursive writing which pulls together the previous points and/or states the writer's considered viewpoint.<br>Structure: the underlying framework of a piece of writing which gives it deliberate shape. | ■ OHP/flipchart/whiteboard<br>■ Teacher summary version of four paragraphs written in session 16<br>■ OHT of Pupil Sheet 17.1<br>■ Teacher Sheet 17.1<br>■ Pupil Sheet 17.2 (one per pair) |

## Remember — Time: 1 minute

- Remind pupils of the work in session 16 and the four paragraphs produced and summarised by the teacher.
- Show and read this.

## Model — Time: 5 minutes

- Put up OHT of Pupil Sheet 17.1 and read aloud to the class.
- Annotate and discuss structure as shown on Teacher Sheet 17.1:
  - introduction
  - repeated structure of argument and counter-argument
  - conclusion.
- Draw attention to the four paragraphs written last session, which form the main body of the piece.
- The points are linked by topic rather than by for and against arguments. Therefore, an introduction and conclusion are needed.
- Explain that, as in this school uniform example, the conclusion must present a decision either for or against.

## Try — Time: 6 minutes

- Use Pupil Sheet 17.2 and tell pairs to complete the introduction by filling in the blank space to start a discursive piece on whether school holidays should be shortened. (Note that this must follow exactly the same structure as the school uniform essay.)
- Ask one or two pairs to read their introductions. Comment on their positive achievements.

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## Apply

Time: 5 minutes

- Now working individually, pupils must first decide if they agree or disagree with reducing school holidays.
- Read again the conclusion on Pupil Sheet/OHT 17.1 (school uniform) and emphasise that this summarises the preferred point of view and matches/reinforces the introduction.
- Individually pupils write their own conclusion for school holidays question, following the same structure and using some words/phrases from the example.

## Secure

Time: 3 minutes

- Hear several conclusions, discussing strengths and exploring ways in which they might be improved.
- Ensure that both viewpoints are covered and if necessary develop a brief conclusion in favour of shorter holidays.

## Notes

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There are many different opinions on school uniform. Some people think uniform is a good idea while others think that pupils should not have to wear it.

Many people believe that school uniform is important as it creates a sense of belonging and represents the school. However, others argue that this prevents children from having a free choice of expression because they have no control over what they wear.

Another argument for uniform is that it is much cheaper to buy school uniform than to buy the latest fashion. The opposite view is that since uniform is worn only at school, parents have to buy casual clothes as well as uniform and so it can be more expensive.

Supporters of school uniform also argue that wearing a uniform stops children with less money being bullied because they are not "fashionable". Everyone is the same. The opposite view is that poorer children can still be identified even if they are in uniform and unfortunately bullying can still happen.

There are many good arguments both for and against uniform. Overall, I think that schools should have a uniform because children look smarter and everyone looks the same.



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| | |
|---|---|
| **Introduction – stating the issue.** | There are many different opinions on school uniform. Some people think uniform is a good idea while others think that pupils should not have to wear it. |
| **First argument and counter-argument.** | Many people believe that school uniform is important as it creates a sense of belonging and represents the school. However, others argue that this prevents children from having a free choice of expression because they have no control over what they wear. |
| **Second argument and counter-argument.** | Another argument for uniform is that it is much cheaper to buy school uniform than to buy the latest fashion. The opposite view is that uniform is only worn at school and so parents have to buy casual clothes as well as uniform and so it can be more expensive. |
| **Third argument and counter-argument.** | Supporters of school uniform also argue that wearing a uniform stops children with less money being bullied because they are not "fashionable". Everyone is the same. The opposite view is that poorer children can still be identified even if they are in uniform and unfortunately bullying can still happen. |
| **Conclusion – stating viewpoint.** | There are many good arguments both for and against uniform. Overall, I think that schools should have a uniform because children look smarter and everyone looks the same. |

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## Introduction

Many people believe that ...

## Conclusion

Pupil Sheet 17.2

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# Session 18 Planning

| Objectives | Key terms | Materials |
|---|---|---|
| ■ To select the appropriate planning tool for a particular form of writing.<br>■ To complete a plan. | Planning tool: way of planning/preparing writing. | ■ OHP/flipchart/whiteboard<br>■ OHT of Pupil Sheet 18.1<br>■ Pupil Sheets 18.2, 18.3 and 18.4 stapled together in a booklet (one per pupil)<br>■ OHT or enlarged version of Pupil Sheet 18.4 (planning sheet)<br>■ Pupil Sheet 18.5 (one per pupil) |

## Remember — Time: 1 minute

■ Remind pupils of the need to plan for writing. Remind them of using the *for* and *against* planning grid; the spider diagram for descriptive writing and the planning sheet for explaining a single point of view on a topic. Tell pupils that in this session they will be revisiting the different types of writing and matching them to the most useful planning tool.

## Model — Time: 3 minutes

■ Introduce OHT/Pupil Sheet 18.1 and spend a couple of minutes discussing the words and phrases which indicate which form of writing is required for each title. Annotate OHT accordingly.
■ Ensure that pupils understand the possible content element of each one.
■ Use booklet of Pupil Sheets 18.2, 18.3 and 18.4 containing planning sheets.
■ Pupils look at the three planning sheets. Now point out that there is a planning sheet to suit each type of writing/each title. If necessary explain one, for example *'I know that the mobile phone question is asking me to give two sides of an argument because it says for and against. Therefore I would choose the grid with for and against columns.'* (Note: It may not be necessary for the teacher to do this as pupils may be able to go straight to doing it themselves.)

## Try — Time: 7 minutes

■ Working in pairs pupils should now decide which title suits which planning grid of the two remaining (or all three).
■ Take pupil feedback to ensure correct allocation.
■ Pupils now copy the titles of topics onto the top of the appropriate planning sheet. Teacher now puts up OHT or enlarged copy of Pupil Sheet 18.4 and begins to demonstrate how they would fill in arguments in each column. Pupils could contribute ideas through whole-class discussion. (Three points per column is quite adequate.)


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## Apply

Time: 5 minutes

- In pairs pupils now look at the single point of view planning sheet (Pupil Sheet 18.3). They plan collaboratively for this.

## Secure

Time: 4 minutes

- Take pupil feedback – commenting positively on good ideas/use of planning tool.
- Tell pupils they have reached the end of the unit and need to reflect on their successes. Pupils should be given the assessment/review sheet and asked to consider their successes and targets for improvement. This is set in the form of a completion certificate (Pupil Sheet 18.5) and should be used positively to congratulate pupils who have completed all or most sessions.

## Notes

- If desired Pupil Sheets 18.5 can be completed and then collected to be awarded at an assembly, for example.
- Planning sheets will need to be stapled into a mini booklet in advance of the session.



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Argue for and against banning young people under 18 from using mobile phones.

Write an entertaining description of your favourite place.

Persuade the reader of the need for better leisure facilities for young people in your area.

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Pupil Sheet/OHT 18.1

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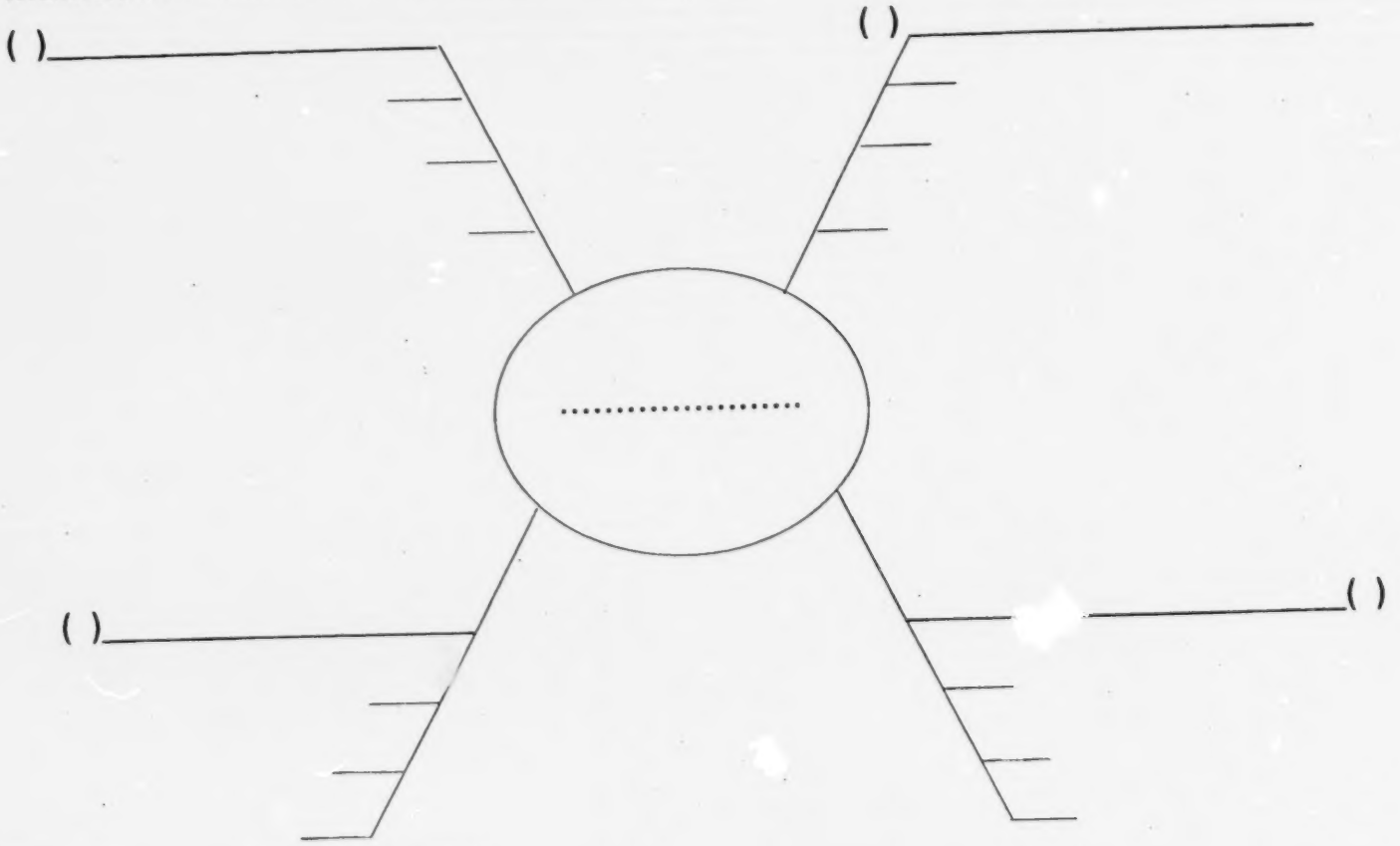
Write an entertaining description of your favourite place.

**Title** .....

.....






Pupil Sheet 18.2

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Title: .....

.....

Opening Statement

_____

_____

Bullets of main points:

- ■
- ■
- ■
- ■
- ■
- ■

Summary statement

_____

_____

_____

Pupil Sheet 18.3

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Title: .....

.....

Introduction stating the issue to be discussed

| Arguments for | Arguments against |
| --- | --- |
| | |

Conclusion expressing personal view:

Pupil Sheet/OHT 18.4

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# Congratulations!

_____ has completed the Writing organisation unit.

_____

**Review**

Three things I have learned to do are:

_____

_____

_____

Something I need to practise further is:

_____

..... .....

Signed (student) Signed (teacher)





Pupil Sheet 18.5

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